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ABSTRACT

Part I of the proceedings includes seven presentations. They are: "International Language Evaluation and Professional Points of View" (M. Jacques Cartier); "Foreign Languages and International Businesses in Colorado: A Report and Assessment" (Alain W. D. Ranwez and Donald Schmidt); "The Use of Foreign Languages in International Banking: A Survey of 30 Major Banks in Houston and Dallas" (David M. Uber); "Foreign Languages and International Business: Academicians and Business Executives Review a Perennial Problem" (Ted E. Frank); "Language and Cross-Cultural Training in U.S. Multinational Corporations" (Marianne Inman); "A Survey of Foreign Languages for Business and the Professions at U.S. Colleges and Universities" (Christine Uber Grosse); and "A Survey of High School Counselors on the Value of a College Program in Foreign Languages and Business" (John P. Doohen). The preface and table of contents for the eight parts of the proceedings are also included in this section. (MSE)

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PROCEEDINGS OF THE
1984 EMU CONFERENCE ON
FOREIGN LANGUAGES FOR BUSINESS AND THE PROFESSIONS

HYATT REGENCY HOTEL, DEARBORN, MICHIGAN

APRIL 5-7, 1984

Part I

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PREFACE

The 1984 EMU Conference on Foreign Languages for Business and the Professions was the third in a series of annual meetings on applied foreign languages organized by the faculty of the Department of Foreign Languages and Bilingual Studies at Eastern Michigan University. Sponsored by the EMU Language and International Trade Program, in cooperation with the Division of Continuing Education, the conference was made possible this year through the generous support of the Exxon Education Foundation. I would like to take this opportunity to thank Mr. Arnold Shore, Senior Program Officer at the Exxon Educational Foundation, for his unqualified support and encouragement.

Special thanks are also owed to my friends and colleagues Ray Schaub, Director of the EMU Language and International Trade Program, and John Hubbard, Head of the Department of Foreign Languages, who helped in numerous ways to plan details of the conference and to make it a success. Needless to say, the conference would have been impossible to organize without the help of many other people, too numerous to mention here. To the faculty members at EMU who served on the Conference Organizing Committee, and to those colleagues from EMU and from other institutions who accepted moderating responsibilities, I extend my special thanks. Finally and most importantly, my warmest feelings of gratitude go to the numerous people from the business community and from academia, who came from many parts of the USA and from abroad without honoraria and often at their own expense, to make presentations at the 38 conference sessions. Without your cooperation and financial sacrifice the conference could not have taken place.

These dedicated and generous people believe that the development of multilingualism and international sensitivity and understanding in the United States is essential to our future prosperity. The success of

this conference is one indication that the study of foreign languages and cultures for special purposes is increasing rapidly in this country. The main purpose of this professional gathering was to make possible the exchange of ideas and experience in this area of specialization, thereby stimulating the development of new courses and programs of study in this field and helping us all be more effective teachers. We at EMU are proud to be able to contribute to this major new direction in foreign language education. We view our activities as part of an internationalization of our educational system and of our society, which - in the future more than in the past - will embrace a rich diversity of ethnic and linguistic components.

I am also grateful again this year to the U.S. Department of Education and specifically to the people responsible for the ERIC Microfiche Collection for contributing to the national dissemination of the conference proceedings, making the vast majority of the presentations available to people unable to attend the conference in person. The existence of the present volume of papers will undoubtedly provide valuable information to many people seeking information on the present state of activities, knowledge and expertise in this academic area.

My special thanks go to our two Graduate Assistants, Adriane Passarelli and Evelyn Strnat, who worked hard to prepare this manuscript.

GMV, November 1, 1984

PROCEEDINGS OF THE 1984 EMU CONFERENCE

ON

FOREIGN LANGUAGES FOR BUSINESS AND THE PROFESSIONS

TABLE OF CONTENTS

PAGE

I. Business Needs/Educators Respond

1. "International Language Evaluation and Professional Points of View," M. Jacques Cartier (Director of International Relations, Paris Chamber of Commerce and Industry, Paris, France). 2
2. "Foreign Languages and International Businesses in Colorado: A Report and Assessment," Dr. Alain D. Ranwez (Metropolitan State College-Denver) and Dr. Donald Schmidt (University of Colorado-Denver) 16
3. "The Use of Foreign Languages in International Banking: A Survey of 30 Major Banks in Houston and Dallas," Dr. David M. Uber (Baylor University) 31
4. "Foreign Languages and International Business: Academicians and Business Executives Review a Perennial Problem," Dr. Ted E. Frank (University of Texas-Arlington). 54
5. "Language and Cross-Cultural Training in U.S. Multinational Corporations," Dr. Marianne Inman (Alaska Pacific University) 75
6. "A Survey of Foreign Languages for Business and the Professions at U.S. Colleges and Universities," Dr. Christine Uber Grosse (Florida International University). 113
7. "A Survey of High School Counselors on the Value of a College Program in Foreign Languages and Business," Dr. John P. Doohen (Morningside College) 152

| II. | <u>Program Overviews and Components</u> | PAGE |
|-----|---|------|
| 8. | "Business and Foreign Language Tie the Knot at Nazareth College: A Four Year Program Model," Octave G. Naulleau (Nazareth College of Rochester). | 164 |
| 9. | "For an Actual Education in International Management," Mr. Alain Eclache (European University of America) and Mr. Georges Labet (European University of America) | 178 |
| 10. | "A Foreign Language Program for Majors in Hotel and Restaurant Management: Initiation, Recruiting, Funding," Fannie Scott Howard Tapper (University of Houston-Central Campus). | 192 |
| 11. | "Languages for Travel Industry Managers: French, Spanish, Japanese, and Mandarin," Dr. Kyoko Hijirida (University of Hawaii) and Dr. Susan Grohs Iwamura (University of Hawaii) | 200 |
| 12. | "The Planning and Implementation of a Major in Multinational Business and Foreign Language: A Case Study," Dr. Barney T. Raffield, III (Lambuth College) | 228 |
| 13. | "An Overview of the Language & International Trade Programs at Eastern Michigan University," Dr. J. Sanford Dugan (Eastern Michigan University). | 237 |
| 14. | "A Foreign Language Program for Majors in Hotel and Restaurant Management: The Traineeship," Fannie Scott Howard Tapper (University of Houston-Central Campus) | 252 |
| 15. | "So What Can I Do For You, Young Lady? or Faculty Internships in the Business Sector," Dr. Joanne Spinele (Bentley College) | 262 |
| 16. | "The ACTFL/ETS Oral Proficiency Interview: A Speaking Test for Multilevel Language Programs," Dr. J. Sanford Dugan (Eastern Michigan University) | 268 |

| III. | <u>Taking The Humanities to Business</u> | PAGE |
|------|--|------|
| 17. | "The Role of Business Language in the Traditional Curriculum," Dr. Michel Rocchi (University of Puget Sound) | 299 |
| 18. | "Foreign Languages for Business and the Professions Belong in the Liberal Arts," Dr. Robert A. Kreiter (University of the Pacific) | 308 |
| 19. | "How Much and How Far? Commercial French and the Student, Instructor, Administrator, and the Business World," Dr. Maurice G. Elton (Southern Methodist University) | 323 |
| 20. | "Re-educating the Language Educator for the Corporate Sector," Dr. Michele J. Sabino (University of Houston-Downtown) | 343 |
| 21. | "Rationale, Structure and Methodology of a French Language Program for American Bankers and Traders," Dr. Irene Finel-Henigman (Credit Lyonnais) | 351 |
| 22. | "A Corporate-Academic Partnership: Honeywell and the College of St. Thomas," Mary Hess (Honeywell, Inc.) and Dr. Paul A. Schons (College of St. Thomas) | 367 |
| 23. | "Language/Culture Courses in Spanish, German, and French for Rockwell International," Florence L. Masters (Kirkwood Community College) | 410 |
| 24. | "Cross-Cultural Negotiation Strategies in the Language Classroom," Mr. Keith Maurice (Keith Maurice Inc.) | 421 |
| 25. | "Haragei: A Communicative Strategy for Japanese and Americans," Donald McCreary (University of Delaware) | 489 |
| 26. | "German Meets American-Cultural Shock in the Boardroom," Dr. Jack Troyanovich (Volkswagen of America, Inc.) | 515 |

27. "The Language Teacher as Cross-Cultural Trainer: Evaluation," Dr. William Schwab (Oakland University) 550
28. "Cross-Cultural Training for Business: A Consultant's Primer," Susan Rippert Davila (University of Houston - Downtown) 563
- IV. Classroom Techniques
29. "Pitfalls in Teaching Business Language Courses and How to Avoid Them," Margit Resch (University of South Carolina) 595
30. "Achieving Active Student Participation in the Business Foreign Language Course," John Holley (Old Dominion University) 608
31. "Business Language Components for Various Levels of Foreign Language Study," Dr. Carole A. Head (High Point College) 632
32. "Moving from Vocabulary Acquisition to Functional Proficiency: Techniques and Strategies," Hazel Cramer (State University College at Cortland and Susan Terrio (Elizabethtown College) 642
33. "The Foreign Language Business Course: Varying the Activities and Assignments," Emily Spinelli (University of Michigan, Dearborn) 667
- V. English as a Second Language for Business and the Professions
34. "Principle and Practice in Syllabus Design: A Syllabus of Spoken English for Lawyers," Dr. Richard Mead (Chulalongkorn University) 687
35. "Using New Technology for Technology Transfer: ESP for Operations and Maintenance Personnel," Allene G. Grognet (Center for Applied Linguistics) and JoAnn Crandall (Center for Applied Linguistics) 727
36. "A Description of a Course in English for Business for the Academic ESL Student," Martha A. Adler (Eastern Michigan Univ.) 741

37. "Graduate Level ESL for Business: What and How," Dr. JoAnn Aebersold (Eastern Michigan University) and Dr. Cathy Day (Eastern Michigan University). 756
38. "Language Practice Seminar for Business Professionals," Dr. Joyce Gilmour Zuck (The English Language Institute) and Dr. Louis Victor Zuck (University of Michigan - Dearborn). 768
39. "Deep Supper: A Rationale for the Methodology and Shape of an Intensive Course in Spoken English for Malay-Speaking Executives in Banking, Commerce and Public Administration," David Hall (Asian Institute of Technology). 784
40. "Suggested Topics and Activity Types in Business English for Foreign Students," Dr. Kantatip Sinhaneti (Chulalongkorn University). 803
41. "Positive and Negative Terms in English," Dr. James L. Sherman (University of New Hampshire). 834
- VI. French for Business and the Professions
42. "Teaching Students How to Read Economics and Commercial Texts in a Commercial French Course: Focus on Meaning," Dr. Robert A. Kreiter (University of the Pacific). 842
43. "The Teaching of French for Computers and Information Science," Dr. John B. Romeiser (Clemson University). 863
44. "A Program in French for Hotel and Restaurant Management Majors: The Course," Fannie S.H. Tapper (University of Houston - Central Campus). 884
45. "Implementation Strategies for a Program in Applied French in Mayaguez, Puerto Rico," Dr. Danielle Guey (Universidad de Puerto Rico). 895
46. "Teaching Business French: A Survey of Canadian and French Institutions," Daniel Lepetit (University of Windsor). 909
47. "The Implementation of a Course in Business French," Gerald Herman (University of California, Davis). 917

48. "Business French - French Business Strategies for Retention of Material by Liberal Arts Students," Dr. Nancy F. Lamb (University of Massachusetts-Amherst). 936
49. "An Experiment: A French Business Course for Business and Non-Business Students," Dr. Jean-Pierre Heudier (Southwest Texas State University) 959
50. "Comptes et Contes: The Use of Literary Texts in Business French Courses," Dr. Ruth L. Caldwell (Luther College) 975
51. "Foreign Language Courses for Business - A Modified Case Study Approach," Judith Frommer (Harvard University). 990
52. "Intensive Teacher-Training Programs in Business French in Paris, Lyon and Vichy," Dr. Robert Crane (Ecole Supérieure de Commerce de Lyon) 1018
53. "Adapting the ACTFL/ETS Oral Proficiency Interview to a Business French Course Through Television," Henry A. Garrity (St. Lawrence University) 1025
- VII. German for Business and the Professions
54. "German for the Professions: Specialized German for Engineering and the Sciences," Hannelore Lehr (Rose-Hulman Institute of Technology). 1037
55. "German for Business and Economics: A Three-Level Program at Georgetown University," Barbara Z. Harding (Georgetown University). 1048
56. "German for Business and Economics: Criteria for Selection of Specialized Texts and Materials, and for Program Development," Barbara Z. Harding (Georgetown University). 1064
57. "Using Job Advertisements in Teaching Business German," Joseph F. Hickey (West Germany) 1083
58. "Objectives, Methods, Texts and Materials for Teaching Business German," Dr. Doris F. Merrifield (California State University, Fullerton). 1108

| VIII. | <u>Spanish for Business and the Professions</u> | PAGE |
|-------|---|------|
| 59. | "Strengthening Internationalism Through the Establishment of a Center for Spanish Language Training for Engineering Students," Dr. David C. Kraft (University of Kansas) and Pamela J. Madl (Univ. of Kansas), Dr. Robert C. Spires (Univ. of Kansas) and Mr. Rusty McClanahan (Inland Div., General Motors Corporation). | 1125 |
| 60. | "Training Court Interpreters: A Practitioner's Perspective," Dr. Linda E. Haughton (U.S. District Court, Del Rio, Texas). | 1137 |
| 61. | "Strategies for Activating Professionally Related Vocabulary in Intermediate Spanish," Dr. Richard A. Curry (University of Nevada, Reno). | 1146 |
| 62. | "Spanish for the Professions: Should Our Pedagogy Stress Practice or Theory?" Julia Moldof-Kurtz (Lake Forest College) | 1160 |
| 63. | "Bilingual (Spanish/English) Model Office, An Instructional Tool," Lois M. Knowlton (Southwestern College) | 1205 |
| 64. | "The Relationship of Special Purpose Language Courses for Business Spanish to Traditional Techniques, Methods, Texts, and Materials," Dr. Laura J. Walker (Univ. of Southern Louisiana). | 1214 |
| 65. | "A Course in Beginning Spanish with a Business-Oriented Vocabulary: Methods and Texts," Dr. Elisa Fernández Cambria (Kent State Univ.) | 1232 |
| 66. | "The Beginning of Spanish-for-Business Track Within a Small College," Dr. Sid D. Guillén (Anderson College) | 1242 |
| 67. | "The Best Language to Seal the Deal May Not Be English: Survival Spanish Can Help," Cynthia Ann Elliott (Miami-Dade Community College). | 1260 |
| 68. | "Spanish for Specific Purposes: The Nursing Professional," John J. Staczek (Georgetown University) | 1279 |
| 69. | "A Reassessment of Medical Spanish: A Need for a Demand or a Demand for a Need?" Dr. Rochelle K. Kelz (North Park College) | 1292 |

70. "Towards a Better Understanding of the Hispanic Patient: Teaching Culture to the Health Professional," Dr. Nitza Lladó-Torres (University of Southern California) 1313
71. "The Hispanic Community as a Resource in Language/Culture Training Programs for Professionals," Dr. Barbara Lotito (University of Connecticut) and Maria Borrero (Hispanic Health Council, Hartford, Connecticut). 1337
72. "¿Cómo Se Dice Pedpan?: The Urgent Call for Medical Spanish at Maimi," Donald A. Randolph (University of Miami). 1359
73. "The Teaching of Spanish for Medical Personnel," Dr. Marjorie E. Herrmann (Castleton State College). 1367
74. "Street Spanish for the Helping Professions," Dr. Douglas P. Hinkle (Ohio University) 1397

Part I: Business Needs/Educators Respond

INTERNATIONAL LANGUAGE EVALUATION
AND PROFESSIONAL POINTS OF VIEW

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It is interesting to note that the Eastern Michigan University is holding a conference on the teaching of business languages at a time when an anglo/american business language is becoming more and more apparent.

When we speak of a "business language" or, to use a wider term, a language applied to business and professions, we open up new prospects and unburden ourselves of the usual prejudices well known to those of the teaching profession which tend to oppose French, Spanish, or German to the English language in a schematic confrontation.

This reasserts the fact that the teaching of our own language is global, that of a spoken language, that is to say a language which responds in a way of its own to the demands of daily and contemporary life in all fields of human activity : literature, culture, intellectual activities, diplomacy but also scientific, technical and commercial sectors.

Fortune magazine, from time to time, advises American businessmen not to rely solely on English. Germans, taking advantage of the strength of their economy and the diversity of international competition, will do business only in German. Even the Japanese who are the first ones to learn the language of their competitors, publish their technical revues in Japanese, and not in English. How can

we follow, if not fight against Japanese technological progress if we do not learn their language ?

Whenever there is a need to cooperate over a period of time with foreign partners it is absolutely essential to communicate with them in their own language. This communication is not only concerned with technical terminology, but also with the social, human and professional environment of the country concerned. This is why more and more companies encourage management staff to participate in linguistic and cultural training.

We can congratulate ourselves on the present conference, which to my mind aims in particular at reminding us that the French language, like the German language or the Spanish language is a language of today, that is to say a language of professions and business.

Apart from economic factors, many social or cultural aspects can explain the success or failure of foreign trade. Exporters all agree in underlining the fact that foreign languages must be mastered if markets are to be conquered.

I want to show that as far as international marketing is concerned the aptitude to speak foreign languages is an

important variant of strategic choice and segmentation. When looking for new markets a good exporter needs to use what is known as the segmentation method to enable him to achieve a strict but profitable selection of target countries.

In order to do this, it must be determined which criteria (consumer mechanics) explain and motivate the attitudes and behaviour of either present or future customers abroad. Ways of life, spending habits, personal income, prices, distribution networks, publicity campaign, etc. will be analysed and examined in order to discover and evaluate the commercial advantages which will guarantee lasting success to the exported product.

After clearly defining the criteria to which the consumers react, every effort must be made to produce a commercial policy which shapes an offer (products and services) adapted to each target segment selected.

But even before putting the finishing touches to an exploratory field of market research or to orientations of a commercial policy, the exporter would be wise to think in terms of an overall view of the linguistic approach of the countries.

How can a business deal be negotiated ?

How can a new product be launched on the market if one cannot speak to one's customers or understand them ?

A commercial manager is, above all, an information man : he catches and analyses this information from the actual market before putting it into shape and sending out the message which will convince the consumers.

From then on, the mastery of foreign languages can be seen as an indispensable constraint towards elementary marketing. Whether we like it or not, this is perhaps the first criterion to be taken into account when studying a country.

In this day and age distances are not often measured in kilometers, and geographical constraints are virtually wiped out by modern means of transport ; whereas economic, technological, political or social distances, which are the main influences of commercial success or failure, are still there ; a variable which is often neglected in marketing surveys is the psychological distance which separates a buyer and seller from two different countries when they are doing business together and have to face the first sensitive element, the handicap of understanding each other -in other words, the linguistic distance or barrier.

Many businesses, particularly small ones, cannot help but feel that their business on an international scale is limited because of their inability to speak the other person's language. Incapable of crossing language barriers, they remain passive and wait for foreign partners to come to them.

Even in the case of seasoned export firms, where English is a tool readily used in work and contacts - can one be sure to have done everything necessary to ensure good relations with potential customers ?

More and more people involved with international trade believe that just the use of English, however indispensable, is not enough to set up, maintain and develop flows of business. To their minds the everyday language of a country tends to become the real business language.

All these reasons explain why the linguistic constraint should be put to play very early in the course of choosing markets. It is in the interest of the person in charge of exports to assess his activity in relation to his capacity of being at ease in surroundings which are different from his own. He would be unable to tackle a market without risk if he has not grasped the differences, even if he is convinced for other reasons that there is a potential demand for his products.

The criterion of segmentation according to languages will force him to leave out certain countries from his field of activity, in particular the most exotic ones. Unless he equips himself with new means of communication by recruiting or training competent agents and resorting to go-betweens who speak the necessary languages fluently.

Languages are a determining factor in export strategy. Marketing strategy is the art of choosing country/products targets at which to aim. This choice should be based on an estimate of the needs of the markets and should take production and commercialization constraints into account. For these reasons it is important to examine the opportunities for action according to languages.

A simplistic view of things could - and does all too often - lead the exporter to give up exporting completely when he considers his handicap as regards communication and understanding. This sort of reaction does not take into account export possibilities which are, however, available if suitable ways of action are chosen.

Three starting points can be outlined in the study of a geographical area :

1. - In the case of French speaking countries, the exporter speaks only French ; he is deaf and dumb inasmuch as his foreign counterparts do not speak his language ; he

hesitates about going abroad and information concerning markets is only partly understood : on top of everything else, he is almost blind and paralysed. He is practically obliged to yield his power and his products to capable third parties who will exploit them for him and for themselves abroad.

2 The exporter speaks only English (or another business language which is neither his or his commercial counterpart's) ; he can have only rather poor quality, standardized contacts with his clients whom he meets according to a ritual of appointments which lead him from hotels to airports in the main capitals of the world ; he relies to a large extent on correspondence and behaves like a handicapped person spending his life in planes, flying about from one town to another ; he has a distorted view of markets ; some say that he is blind in one eye. His action can only be effective through relays (correspondents, agents, and so on) ; and any further action to study and develop markets must be delegated to them.

3 - The exporter speaks the language of the country ; in that case all the means are available to him, he can speak and make himself understood, he has an unbiased sense of reality, he can stay in a country and travel about within it ; he can even stay for long periods ; all the strategic ways of action are potentially open to him (exports, joint

ventures, subsidiary companies, etc.).

In each one of the countries which are commercial targets the person in charge of exports must develop a form of presence which takes into account his specific handicaps. It is to his advantage to compensate these weaknesses by drawing strength from his country or from the country concerned, enabling him to reduce linguistic and psychological distances. This inevitably requires an investment in training in one or several foreign languages.

This is the reason why communication is not only concerned with technical terminology but also with the social and human environment of the country concerned. This is why more and more companies encourage management staff to participate in linguistic and cultural training. Some companies, or some of our schools, are developing training programs involving both intensive courses in foreign languages and training in inter-cultural communication.

I should like to add, that at a time when European structures are coming into shape, even if it is with great difficulty, the relation between language or languages and business and economics is likely to attain a much larger dimension than before in the eyes of our American colleagues.

We often oppose linguistic proficiency to professional skill, which, in my opinion, is wrong when we have a

"specialized" language. We are told that language teachers are not business teachers and vice versa. But the example given by some professors of French applied to business who prepare their students for our exams proves that language teachers can also be "business language teachers".

But language is not just a tool, it is a global phenomenon of society and civilization. If every country acts in the same way, the new universal order will be one of culture and economy.

The Paris Chamber of Commerce has been aware of this fact for almost thirty years. This Chamber is a public institution as opposed to the private associations of the USA. We actively promote the French language as applied to business and professions abroad, while pursuing a policy of diversification of foreign language teaching in our schools or training centers.

International language examinations are a way of determining the language level of foreign students. On a higher level it is common in France and in Europe that students or very often employees sit for exams organized by foreign Chambers of Commerce. These exams, greatly appreciated by professional organizations and employers are intended for students or adults already involved in professional activity. These various Chambers of Commerce

have set up exams to promote the use of their languages in commercial situations. Even the American Chamber of Commerce in France has just created a Proficiency in American Business English Examination.

The aim of these different examinations is to set an easily recognizable standard of knowledge of the commercial language acceptable by firms requiring to work in this language. The value of these exams is widely accepted throughout the business world and successful candidates can claim a salary bonus. Each of these exams has its own characteristics and a recognized high standard.

There has been growing interest abroad in the teaching of business French during the past few years. We feel that such a preparation constitutes the economic and commercial aspect of a real course in civilization in a foreign language. Through the Business French exams for foreigners, which it has been organizing for about thirty years, the Paris Chamber of Commerce and Industry ratifies these studies from the professional, institutional and international view point.

At the first level there is "the Practical Certificate of Commercial and Economic French". This requires a linguistic knowledge based on a good background in a commercial and economic context. It is above all a language

exam.

At second level, we have the "Advanced Diploma for business French". This examination requires a more profound knowledge of business French and a practical and theoretical knowledge of the different sectors of economy and commerce, without however broaching the technicalities of each branch. This is both a language exam and a business language exam which tests commercial technique in French.

Finally, at the third level, we have created the "Superior Diploma in business French" which testifies to a mastery of the business language in the capacity to carry out a thorough study on a specific subject : either economic, commercial or related to the teaching of business French.

In comparison with traditional standards, the first level is the equivalent of a limited working capacity which allows an easy and efficient use of the language in diverse situations on a professional level. The second level represents an advanced working capacity in a professional sector. The third level is the key to real bilingualism.

Furthermore, in another field, a new exam has recently been created: the Paris Chamber of Commerce and Industry's Examination for the Diploma in Scientific and Technical

French.

The position of the Paris Chamber of Commerce and Industry is based on needs expressed by companies who prefer to work with adaptable people who are able to use a foreign language, rather than people who are trained for a particular job with a specific language.

When a language is used in a business situation, it becomes a professional language. In fact, this happens whenever the language is used within a particular environment.

These exams can be taken seriously only if they represent a guarantee for the employers of a degree of competence, especially in the use of Business and Professional Language. To our minds they are a motivation for the students, a goal for the teacher and a guarantee for the employer.

In conclusion, I should like to say that foreign languages used to be considered as factors of personal development but are now considered as indispensable tools for many professions. They also must lead to co-operation in the field of education.

A firm, as such, is at the heart of a complex of national and international relations which are extremely important. Business life today is part and parcel of the dialogue between cultures inasmuch as it encompasses all the dimensions of economic, commercial and industrial activities.

Thank you very much for your attention.

16

— FOREIGN LANGUAGES AND INTERNATIONAL BUSINESSES
IN COLORADO: A REPORT AND ASSESSMENT

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FOREIGN LANGUAGES AND INTERNATIONAL BUSINESSES

IN COLORADO: A REPORT AND ASSESSMENT

BY

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AND DON SCHMIDT (UNIVERSITY OF COLORADO AT DENVER)

The report we are making to you today is based on a survey conducted in the State of Colorado during the spring of 1983. In the first instance, the survey was undertaken in direct response to the published Report of the President's Commission on Foreign Languages and International Studies, in which it was stated that "Every state should establish an advisory council on Foreign Languages and International Studies to advise and recommend ways to strengthen these fields in their education system." At the same time, those of us who took up the Commission's recommendation felt that it had come at a particularly timely moment for the State of Colorado. In recent years Colorado--especially the Denver metropolitan area--has experienced a substantial increase in population due to immigration from other parts of this country as well as from abroad, which is transforming the State's economy and its demographic character. Along with changes in the population and economy, there has been a dramatic influx of foreign capital--especially from Canada--and a notable increase in the number of foreign corporations that have established operations in the State. However, several characteristics of the State, including its inland location, its relatively sparse population, and its predominantly rural economy, have historically produced an environment of low public

awareness in matters of foreign affairs, both politically and economically. Taking these considerations together with the growing problems of the United States as a whole in international trade, it seemed to us an opportune moment to assess the current views and perceived needs of the international business community in Colorado, and to compare these with the current status of foreign language and international studies in the State's education system.

In order to carry out our project, a task force was formed that obtained a grant through the Colorado Commission on Higher Education, from monies made available by the State Legislature for organized research to be carried out by institutions of higher education. The grant provided the means to assess:

- 1) the current status of foreign languages and international studies at all levels (K-12 and postsecondary) in the education system of Colorado;¹
- 2) the perceived need among Colorado businesses for personnel having foreign language and cross-cultural skills;
- 3) how well job candidates in Colorado were prepared currently to satisfy that need, and, by extension, how efficiently the colleges and universities in Colorado specifically were preparing their graduates for the jobs in question;
- 4) and, finally, the economic implications there were for those individuals in the job market having a second-language

¹ See Alain Ranwez and Judy Rogers, "The Status of Foreign Languages and International Studies: An Assessment in Colorado," Foreign Language Annals, 17, No. 2 (April, 1984), 97-102.

19

proficiency and/or familiarity with a foreign culture.

We devised our survey instrument in consultation with Research Services, Inc., of Denver, who also carried out anonymous, oral interviews with appropriate management personnel from selected firms operating in Colorado. In selecting the firms to be interviewed, we opted to emphasize small-to-moderate-size companies so as to minimize the possibility that the responses of large, nationwide corporations might distort our measurement of the local setting. The companies to be interviewed were randomly taken from the Colorado Foreign Trade Directory. They ranged in size from those employing fewer than ten people (26%) to those employing 3,500 or more (9%), with a median size of about 100. Fifty-one percent were exporting firms, forty percent constituted both export and import firms, and the remaining nine percent were either foreign-owned or provided services to export/import enterprises. The attitudes and opinions reflected in the survey are those of executive managers, including personnel directors (29%), presidents or vice-presidents (29%), non-specified managers (23%), sales or marketing managers (11%) and export managers (9%). The typical company in the survey has been in business for roughly 19.5 years (median). Finally, one in three of the companies surveyed export intangible goods such as "services, information, or consulting," while a similar proportion export/import "high tech goods" or "manufacturing or industrial equipment."

Our survey instrument consisted of eighteen questions or clusters of questions seeking objective information on current operations, the role of foreign language and culture skills in

hiring, salary and professional advancement, as well as opinions concerning anticipated future needs. Several questions allowed for discursive comments by respondents, in addition to the quantitative answers.

The results of the survey would suggest that in general, foreign languages and cross-cultural skills are not in high demand among Colorado firms involved in international business, although there is evidence that within larger firms more attention is paid to both the foreign language and cultural skills of employees than is the case within smaller firms. Only fourteen percent of the firms contacted stated that meeting international or foreign language needs was the most difficult problem in finding suitable personnel, while sixty percent identified their greatest problem to be finding persons having proper technical qualifications. We discovered that fifty-one percent never take foreign language proficiency into account in hiring, and forty-six percent never consider cross-cultural skills. It should also be noted that at the other end, eleven percent always take foreign language skills and cross-cultural understanding into account. Fifty-seven percent had no positions requiring a foreign language skill, and where those skills were considered important, about half were in sales and marketing. Most of the others were in engineering and clerical positions. On the other hand, seventy-seven percent of the respondents considered foreign language ability to be an important asset, and sixty-six percent considered it to be from moderately to extremely useful for advancement within the firm. These latter

data would appear to support the principle that foreign language and culture skills are, in fact, a real asset in the marketplace whose impact is felt throughout one's career.

The discrepancy between the preceding conclusion and the relatively low priority accorded language and cultural skills in the current hiring practices of many firms surveyed seems to be explained largely on the basis of two widely held views. First, there are those who hold that it is simply unnecessary to know the client's language or to understand other cultures, typified by the respondent who said that "most foreign business people must and do speak English," and reinforced explicitly by another who stated that "even now when I talk with overseas offices we ask them to speak our language but we never speak theirs." Second, there appears to be an equally widely held view that technical proficiency is the most important aspect of international business, and that if one can retain a competitive edge technically, clients will be drawn to the product irrespective of the language and culture involved. For example, one respondent stated that "we can't afford to make cross-cultural sensitivity a major desire. It can be taught, read about, etc., but it's too much to ask when you may eliminate a candidate who has a good business and electrical engineering background. The technical and business aspects are the main requirements--to understand the marketing strategy of a product."

In addition to technical proficiency, the ability to write well in English, mastery of computer skills, and desirable personal traits were highly rated considerations in hiring practices. In fact, finding persons with appropriate foreign

language and cultural skills is only rarely among the most important considerations. When there is a recognized need for someone proficient in a foreign language in a setting abroad, a frequent solution is to hire a foreign national, or a U.S. expatriate. Somewhat more distressing to our local job market is the tendency among some firms to hire foreign nationals whenever a foreign language need arises on-site in Colorado. In any case, when managers in the foreign-trade community in Colorado seek individuals having foreign language/cultural skills, they tend to emphasize "cultural interaction" and "the ability to speak with people of another language" much more than the ability to "translate," "compose," or "interpret" foreign languages.

When asked to rate areas of the world where foreign language skills are most useful, sixty-three percent listed Latin America first. Europe followed with twenty-nine percent (France, twenty-three percent, and Germany, nine percent), Asia, fourteen percent, the Middle East, six percent, and, finally, China and the Soviet Union each with three percent. When asked to rate languages on a scale of one to ten, sixty-three percent--not unexpectedly--rated Spanish as the most useful, with an additional eleven percent rating it as the second most pertinent language. French was rated first by seventeen percent, and second, by forty percent. German was rated first by eleven percent, and second, by twenty percent. Surprisingly, only six percent rated Japanese number one, none rated it number two, and fifty-seven percent did not rate it at all. Arabic was believed to be the most important by nine percent, and was not rated at all by

forty-six percent of respondents. Finally, only three percent gave Russian the highest rating, and seventy-seven percent chose not to rate it at all.

A major incongruity in these ratings seems to occur with regard to both Portuguese and Chinese. With regard to the former, while a majority rated Latin America as the area where foreign language skills are most important, incongruously, not one rated Portuguese first, only eleven percent gave it a second rating, and forty-nine percent chose not to rate it at all. This not only underrates a very large part of the otherwise highly-ranked area of Latin America, but it is in direct contrast to recent projections which forecast that Portuguese will become the fifth most widely spoken language in the world by the year 2030, and that by then Brazil alone will constitute ten percent of the world's population.² According to those same projections, Mandarin Chinese is expected to emerge as the second most important language in the world, after English (Hispania, p. 617).

In spite of the current low sensitivity to foreign languages and cross-cultural skills in Colorado, eighty percent of the respondents foresaw an increased demand for those skills in the next five to seven years, and fifty percent anticipate instituting a foreign language requirement for hiring as a result of that increased demand.

Obviously, if the projections for increased demand in language and culture skills are correct, this will have economic

²Lee A. David, "World explosion and modern languages," Hispania, Vol. 66, No. 4(December 1983), p. 617.

implications for those who possess those skills. That is, appropriately prepared employees can look forward to a higher salary due to their language and culture skills. Our survey shows that even today, the average starting salary in Colorado for positions requiring foreign language skills is around \$25,000, or about \$3,500 more than for positions not requiring foreign language proficiency.

Projections of increased demand also point to the issue of how well the education system in Colorado is able to satisfy current and future needs. Our inquiries on this point showed that the education system in Colorado is seen for the most part as simply typical of national trends. For instance, one respondent said: "The focus of American schools is technical--only secondary emphasis is placed on cross-cultural sensitivity or language. The school's reputation is based on the technical....They can't sacrifice technical proficiency or the perfection of a craft." When pressed further for a specific evaluation of the quality of language and cultural instruction in the State of Colorado, fully two-thirds of the respondents had no idea how well that instruction was being carried out. This finding shows a disconcerting lack of interaction or communication between the education system and the international business community in Colorado. While this cannot automatically be generalized to other States, it is, nevertheless, an issue which foreign language educators attending this conference may wish to investigate in their home communities, since it is obviously fundamental that their institutions and the business

community know each other well in order to interact more effectively.

Perhaps of no less concern to foreign language educators--at least in Colorado--is the fact that of the companies we surveyed, only fourteen percent indicated that they planned to satisfy their needs in foreign languages and cultures by subsidizing their employees' attendance at local colleges and universities. Eleven percent planned to provide in-house training through the use of private language institutes, while forty-three percent simply expected their employees to acquire a proficiency through on-site experience abroad. Consequently, as the need for individuals so trained increases over time--as our respondents have predicted it will--foreign language educators in conventional institutions will find it to be in their own interests to address the issue of whether their programs are, in fact, preparing students adequately for the future.

In the final analysis, however, the most significant, and most troublesome result of our survey is the low profile of awareness to the importance of foreign languages and cultures within the business community of Colorado that our findings draw. Clearly, the anachronistic view that English is the only language necessary in international business still predominates in Colorado as does the view that foreign cultures play a negligible role in successful marketing. This is, of course, what we had anticipated--or feared--based upon the historical factors mentioned at the outset of this report. It also means that international business in Colorado is at best a microcosm of the

situation nationally as described by Congressman Paul Simon in his book The Tongue-Tied American.

Often when a study uncovers--or, as ours does, simply confirms--a deficiency in society, there is little, if any, effective follow-through. In the present case, however, the follow-through has already been initiated by the establishment within the Colorado State Department of Education of a foreign language task force whose members include educators, parents and representatives of the business community. The task force is conducting a year-long evaluation of curriculum, graduation requirements and teacher certification, for the purpose of making recommendations for strengthening them as they relate to foreign language and international studies in the State's education system. It will also develop strategies to promote public awareness of the importance of foreign language and international studies as a part of every student's basic education in Colorado. If these efforts are successful, they may help to bring about the environment necessary to realize the full potential of Colorado in the international marketplace.

QUESTIONNAIRE: BUSINESSES IN COLORADO

Hello, I'm _____, a Public Opinion Interviewer with Research Services, Inc. We're making a survey about the experience business firms have in hiring new employees, and I'd like to talk with the person in your firm who is the Chief Executive Personnel Director.

First of all, is your company presently a: Foreign owned firm . 3%
 A Colorado firm engaged in exporting . 51%
 A Colorado firm engaged in importing . 40%

(If none of the above, TERMINATE.)

1. What would you say is the most difficult problem you have in hiring new personnel for your company?

2. What are some of the other problems you find you frequently have when you're looking for new personnel?

3. When you have a vacancy or need for new personnel, what steps do you usually take to find the person or people you need?

4. Out of every ten times you start the search for new company personnel, how many times would you say you seek personnel that is proficient in:

Foreign language skills _____
 Cross-cultural understanding _____

(If none, ask, "Why not?")

5. What are the technical or professional career areas in which your firm hires employees with Foreign Language Skills?

| | | | |
|-----------------------|-----|----------------------|-----|
| Clerical | 20% | Management | 29% |
| Engineering | 23% | Production | 0% |
| Law | 0% | Sales | 46% |
| Other _____ | | None | |

6. What areas of the world does your company feel that proficiency in that language is most important among your employees?

7. Please rank the languages listed on this card in the order of their importance in your International Trade. Which one is most important? Which one is second most important, etc.?

Arabic 9%
Chinese 3%
French 17%

German 11%
Italian 3%
Japanese 6%

Portuguese 0%
Spanish 63%
Russian 3%
Other 0%

8. Now, I would like to have you think in terms of percentages, with 100% representing all positions in this company. What percentage of all positions here would say consider foreign language skills as:

A definite requirement. _____

An important asset, but not a requirement. _____

Neither an asset nor a requirement. _____
(Percentages must total 100%.)

- 8a. Using this card, please tell me which letter best represents the starting wage scale for:

The positions that require foreign language skills _____

The positions that perceive foreign language skills as an asset but not a requirement _____

The positions in which foreign language skills are neither an asset nor a requirement _____

9. Generally speaking, do you find candidates from the universities and colleges of Colorado who apply for positions in which foreign language would be an asset or requirement have excellent, above average, good, fair, or poor skills in:

| | Excellent | Above Average | Good | Fair | Poor | DK |
|---|-----------|------------------|------|------|------|-----|
| Speaking foreign languages | 6% | 9% | 6% | 9% | 3% | 69% |
| Writing foreign languages | 3% | 9% | 9% | 6% | 3% | 71% |
| International awareness and transcultural understanding | 6% | 9% | 11% | 6% | 6% | 63% |

10. (For each category used in Question 4) Would you say that the graduates of Colorado's universities and colleges are very qualified, somewhat qualified, not too qualified, or not at all qualified to fill the positions that require:

| | Very Qualified | Somewhat Qualified | Not too Qualified | Not at all Qualified | DK |
|---------------------------------|-------------------|-----------------------|----------------------|-------------------------|-----|
| Foreign language skills | 12% | 41% | 6% | 0% | 41% |
| Cross-cultural understanding | 16% | 37% | 11% | 0% | 37% |

- 10a. (For all "somewhat, not too, and not at all qualified", say:)
Could you tell me some of the reasons you feel that way?

11. In the next five to seven years do you think the demand for personnel skilled in foreign languages will increase or decrease?

Increase 80% Decrease 9% DK 6%

- 11a. (If INCREASE) How does your company plan to meet this increase in demand for personnel who are skilled in foreign languages?

- 11b. As you see it, will this demand present any problems to your firm?

Yes 25% No 75%

- 11c. (If YES) What kinds of problems will this demand present?

12. On this card are listed different attributes and characteristics. Please read down the list and for each one tell me how helpful you think it would be to a person in getting ahead in a career with your firm. Will it be extremely helpful, moderately helpful, not very helpful, or not at all helpful.

| | Extremely Helpful | Moderately Helpful | Not Very Helpful | Not At All Helpful | DK |
|---|----------------------|-----------------------|---------------------|-----------------------|----|
| Speaking a foreign language | 23% | 43% | 23% | 11% | 0% |
| Understanding computer technology | 37% | 43% | 14% | 6% | 0% |
| Transcultural training | 6% | 40% | 31% | 20% | 3% |
| Good writing ability in the English language | 83% | 14% | 3% | 0% | 0% |
| Broad social studies background | 20% | 46% | 31% | 3% | 0% |

13. We would like to find out how desirable different skills are to an employer. Assuming that all other attributes and qualities are equal, please look at this card and tell me which skill would be most desirable for an employee of your firm to have, which would be second most desirable, which third, etc.

Conversation 29%
Composition 6%
Interpretation 3%

Translation 11%
Technical 31%
Cultural
Interaction 29%

14. What kind or kinds of cross-cultural training does your company offer its employees?

14a. What methods do you rely on to provide this training?

14b. Why is this training an important part of your program?

15. How long has your company been in business in this area?

16. How many people do you employ in the State of Colorado?

17. What types of products do you import/export?

18. What is your title/position with your company?

I certify that the foregoing is a complete and accurate account of the interview made by me on this day with the described Respondent.

Interviewer's Signature

Date

THE USE OF FOREIGN LANGUAGES IN INTERNATIONAL BANKING:
A SURVEY OF 30 MAJOR BANKS IN HOUSTON AND DALLAS

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REASONS FOR THE PROJECT

For several years now Baylor University has been offering two innovative graduate degree programs which prepare students for careers in international management and international journalism. Candidates for the Masters of International Management (MIM) and the Masters of International Journalism (MIJ) degrees have to demonstrate limited working proficiency in the target language through both an oral and written examination. Both these interdisciplinary graduate degrees have permitted a closer relationship between the Business School, Journalism Department and Department of Modern Foreign Languages at Baylor and insure that the candidate will have a limited working proficiency of a foreign language before he or she graduates.

During the past few years, I have travelled to Dallas with colleagues of mine from Baylor's Hankamer School of Business and was able to meet several of our MIM and MBA graduates hard at work in the international departments of major banks. They work normally as loan production or calling officers; a few are foreign exchange traders.

Talking with them, I became interested in how often they used a foreign language in their daily activities. Last year, I decided to send a questionnaire to approximately thirty banks in metropolitan Dallas and Houston. I chose these two cities for a number of reasons. Both are considered major industrial trade centers domestically and abroad and have a steadily growing financial base. Both were, of course, close to my university and made for ease of communication. Several of the banks had Baylor graduates whom I felt would respond rapidly to the beckoning call of an earnest foreign language professor teaching at the alma mater; to be sure, however, I enclosed a cover letter signed by two international finance professors who have been quite adept in keeping alive a network of banking contacts. Since many of our graduates find employment in these two cities, the study would be pertinent and applicable to our university and especially to our Modern Foreign Language Department which had recently completed a self-study--an assessment and establishment of

34

priorities and goals for foreign language teaching at Baylor.

When I designed questionnaires to be sent to Dallas and Houston banks, I was naturally interested in determining 1) whether foreign languages are used by officers in the bank's international department and 2) what specific language skills the bankers are using and to what extent. I felt that feedback from the loan officers as to what skills they most frequently use should have an impact on the language skills we ought to be teaching our students. It would be interesting to see if certain language skills were deemed more essential than others.

Before mailing the questionnaires, I studied the list of major banks in Houston and Dallas and learned that the international banking community in American or Texan cities could be broken down into three tiers or levels. First, the large Texas banks with international departments-- full-service commercial banks chartered within the state of Texas which include Interfirst, Republic Bank, Texas Commerce and First City National Bank of Houston. Second, Edge Act Corporations or

35

subsidiaries of banks whose home or charter is not in Texas. Very few subsidiaries of foreign banks are in Texas because the state will not allow them to operate unless they own a bank in New York--where they would be chartered. Many U.S. owned banks, however, carry out international operations in Houston or Dallas. They include Citicorps, Chase, Morgan Guaranty, Bank of America and Bank of Boston which have branches or edge corporations in Houston and Dallas. Edge banks, like home-owned Texas banks, can carry on normal banking activities: they can make loans, accept deposits, negotiate international contracts and do a variety of familiar international operations to include drawing up letters of credit, bankers' acceptances, and transferring eurodollars. Edge banks can direct customers to their parent banks outside of Texas and inform their clients about regulations and matters of which local banks may not be knowledgeable.

My survey included 1) Fourteen "homegrown" or native Texan banks (such as Interfirst, Republic, Texas Commerce Bank), 2) Twelve Edge banks or subsidiaries of larger banks not chartered in

Texas and 3) four representative offices which constitute the most restricted level of operations within the international banking community.

Representative offices of foreign banks are very limited in what they can do: they can not sign loans, accept deposits or negotiate contracts in the state of Texas. They can, however, and do solicit business on behalf of their parent bank and engage in customer relations. For example, they can carry the customer's loan back to the parent company since the loan cannot be signed in Texas. Twenty-four countries maintain representative offices in Houston and of course many U.S. banks have Edge subsidiaries and representative offices in foreign countries.

I sent the questionnaires to a total of thirty Texan banks, Edge subsidiaries and representative offices of foreign banks. I first wrote to M.I.M. graduates from Baylor University and then enlarged the survey to include many other loan officers--the result being of course a larger and unbiased sample. Of the 140 questionnaires I sent, I received 44 completed forms. The completed questionnaires I received constitutes

a 31% return. Of the 30 banks I solicited, I received responses from 14--or a 41% return. Four out of seven large Houston banks responded and in Dallas this number was three out of six.

The 44 questionnaires were then processed by the university's Digital Vax computer using a standard SPSS program to determine mean, frequency, percent, valid percent and standard deviation.

RESULTS

The questionnaire consisted in two parts: "Background" and "Today." In the first part, 84% of the participants identified themselves as native Americans--with English as their first language. 43 of the 44 had studied a foreign language, four had studied ESL. 23 business persons or 53% of the respondents had learned a second foreign language. The most popular first FL among the loan officers was Spanish with a percentage of 53.5%. This is hardly surprising due to the location of Houston and Dallas and the banks' commercial relations with Latin America and the Hispanic community. Spanish was followed by French (18%), ESL (9%) and, in descending order, German, Russian and a tie between

Portuguese and Japanese. The most popular second foreign language was French with 22% of the vote, then followed by Spanish (17%) and a tie once again between Japanese and Portuguese at 13%. Less popular second languages were Russian, German and Italian.

The survey showed that 56% of the bankers studied the 1st FL three years or less and that 32% had studied the 1st FL for two years. 12% of the survey participants had studied the FL for ten or more years. Most of them had completed their formal study of the language by 1975, although more than 1/3 had completed the FL sometime after 1977. The foreign languages were studied at both high school and university levels. 51% of the bankers revealed they had taken a FL in high school and 78% had studied a foreign language at the university.

49% of those responding were liberal arts majors and 51% were business majors during their undergraduate years. Many humanities majors enroll in the M.I.M. or Masters of International Management program at Baylor and this combination of liberal arts and business gives international bankers

a broader perspective and a cultural sensitivity in dealing with foreign customers.

But just how many international banking officers have the MIM degree? The survey showed that 39% of those responding hold Masters of International Management degrees (which require proficiency in a foreign language); 29% of the participants revealed that they hold the MBA. Other degrees represented include the M.A. (19%) and the M.S. in Economics (10%). The MIM degree is then prevalent among international bankers in Dallas and Houston who responded to the survey. In order to confirm that the survey did not include an overwhelming number of Baylor graduates, the questionnaire indicated that 28% of the respondents hold degrees from Baylor whereas 55% received their graduate education from other schools in America and nearly 17% from graduate schools in foreign locations.

If not many bankers received graduate degrees abroad, 30 participants or 68% of the total responding stated that they had travelled abroad--most between 1981 and the present. 47% of those answering travelled to Europe, 15% to Asia and 38%

to Latin America. The questionnaire did not ask whether these were job-related trips so there is certainly more to be found out in this area.

Twenty out of forty-four bankers stated they had studied abroad in Europe, Latin America and Asia. When they were asked whether a knowledge of foreign culture was important to their position, 84% gave a resounding "yes." Clearly, travel and study abroad together with cultural exposure at all levels of foreign language classes are important in the professional's relationships with international customers and contacts.

One of the most revealing areas of the questionnaire was the section covering current language proficiency levels. This part allowed the banking officer to assess his or her own language skills by checking the appropriate level: excellent, good, fair, or poor. It is significant that the skill thought to be most acute was "listening" with a mean of 2.049 whereas "writing" had the highest mean of 2.5 (Since "1" represented "excellent" the lower the mean the more polished the specific language skill). Later on in the survey, bankers mentioned listening to and

understanding one's clients as a very important activity as well as a skill in which they held themselves to be rather proficient.

I found yet another curious fact in this section-- that whereas 33% of the participants felt they had excellent speaking skills, as many as 21% of the bankers attributed to themselves poor or inferior speaking skills. So, there were peaks of confidence and despair in the speaking skills profile. In the listening category, however, 41.5% of those responding indicated they had good skills and 32% "excellent"-- obviously most participants felt listening to be the strongest skill. After listening, in descending order, came reading as a close second followed by speaking and writing.

The listening skill rated not only high in the self-assessment proficiency questionnaire but also in the next crucial section-- which asked participants what skills they actually used and to what extent. In determining the extent to which they used a particular skill, respondents could select one of the following three categories: "frequent," "sometimes" or "not at all." In the

next few results, I will give the total combined percentage for the two categories "frequent" and "sometimes." The listening and speaking skills were each said to be used by 72% of those responding whereas writing skills were used by only 49% of the bankers. Reading was also a popular skill.

Although reading in a foreign language was done by 69% of the survey participants (just below the percentages for listening and speaking), 44% of the respondents stated that they read frequently in the foreign language. No other skill had such a high percentage in the category of "frequent" use.

In this section, the international bankers revealed that all five language skills--speaking, listening, reading, writing and translating-- were used more often than not with speaking and listening being the two skills most highly in demand. Reading was also quite highly regarded. In a separate section, the bankers were asked to describe how and in what circumstances they used their foreign language in the current position. Their answers included speaking with co-workers and customers in person or on the telephone, reading correspondence from clients located in the

USA and in foreign countries, writing letters, translating and using languages while travelling. Thus, all five skills were mentioned.

Most of the banking officers stated that their positions do not require language skills. However, 68% of them indicated they use foreign languages in their job and 40% admit that languages are required. The results clearly show an extensive use of foreign languages by international departments of banks-- even though the job descriptions of international bankers do not establish language proficiency as a prerequisite for the position. We can say then that language competency is desirable and useful but not mandatory.

The remaining parts of the questionnaire demonstrate that 71% of the participants prefer positions with language use and that 74% would like to work in a foreign country. Only 24% of those interviewed felt that their linguistic skills would improve their chances for promotion. Yet an overwhelming 95% recommend FL experience in international/management careers and an unanimous 100% state there is a need for business people with foreign language experience. When asked

specifically in what business fields, the bankers replied international banking (54½%), marketing, import/export, international trade, finance and customer relations. Moreover, the officers at the end of the questionnaire unequivocally (by a margin of 64%) indentified speaking to be the most critical skill.

The results then are in. Our banking friends state a definite need for foreign language competence in the international banking/management area. There is a need for FL Departments to reassess their goals and set new ones-- if need be. Specifically, FL Departments will have to be sure their students are learning critical language skills-- that they are learning to be proficient in the language. It is beneficial to combine these language skills with professional or technical training. Double majors in a foreign language and in another field such as journalism, business or foreign service are becoming more popular at Baylor and some language professors are encouraging this practical combination. Courses can be designed to bridge the gap between language and professional training.

68% of the bankers maintained that it would have been helpful to have had a commercial/scientific course in college.

This survey will hopefully strengthen the ties between languages and the professions and will show both teachers and students that there is a real need for linguistic skills in international banking. Foreign language faculties should provide these skills. It is certainly an obligation which we should rise to meet.

QUESTIONNAIRE

The Use of Foreign Languages in
International Banking (44 Respondents)

| Number | Question | Response/ Valid Percent |
|--------|--|--|
| 1 | American Non-American | 83.7% 16.3 |
| 2 | Foreign Language #1 Spanish French Japanese Russian German ESL Portuguese Others | 53.5% 18.6 2.3 4.7 7.0 9.3 2.3 2.3 |
| 3 | Foreign Language #2 Spanish French Japanese Russian German Italian Portuguese Others | 17.4% 21.7 13.0 8.7 8.7 4.3 13.0 13.0 |
| 4 | Number of Years Studied #1 1 Year 2 3 4 5 Over 5 | 4.9% 31.7 19.5 9.8 7.3 26.8 |

| Number | Question | Response/ Valid Percent |
|--------|-------------------------------|-------------------------------|
| 5 | Date Last Studied FL #1 | |
| | 66-70 | 19.4% |
| | 70-75 | 30.6 |
| | 76 | 8.3 |
| | 77 | 5.6 |
| | 78 | 13.9 |
| | 79 | 5.6 |
| | 80 | 11.1 |
| | 82 | 2.8 |
| | 83 | 5.6 |
| 6 | Studied FL #1 at University? | |
| | Yes | 78.0% |
| | No | 22.0 |
| 7 | Studied FL #1 at High School? | |
| | Yes | 48.7% |
| | No | 51.3 |
| 8 | Undergraduate Major | |
| | Business | 51.3% |
| | Liberal Arts | 48.7 |
| 9 | Graduate Degree | |
| | MBA | 29.0% |
| | MA | 19.4 |
| | MIM | 38.7 |
| | Economic | 9.7 |
| | Other | 3.2 |
| 10 | School of Latest Degree | |
| | Baylor | 27.8% |
| | Other in USA | 55.6 |
| | Overseas | 16.7 |
| 11 | Business Internships Abroad | |
| | Yes | 12.8% |
| | No | 87.2 |

| Number | Question | Response/ Valid Percent |
|--------|--------------------------------|-------------------------------|
| 12 | Live with family when abroad? | |
| | Yes | 39.0% |
| | No | 61.0 |
| 13 | Current Proficiency--Speaking | |
| | Excellent | 33.3% |
| | Good | 23.8 |
| | Fair | 21.4 |
| | Poor | 21.4 |
| 14 | Current Proficiency--Listening | |
| | Excellent | 31.7% |
| | Good | 41.5 |
| | Fair | 17.1 |
| | Poor | 9.8 |
| 15 | Current Proficiency--Reading | |
| | Excellent | 31.7% |
| | Good | 36.6 |
| | Fair | 24.4 |
| | Poor | 7.3 |
| 16 | Current Proficiency--Writing | |
| | Excellent | 29.3% |
| | Good | 14.6 |
| | Fair | 31.7 |
| | Poor | 24.4 |
| 17 | Do you use FL at work? | |
| | Yes | 68.2% |
| | No | 31.8 |
| 18 | Speak FL at work? | |
| | Not at all | 28.2% |
| | Frequently | 35.9 |
| | Sometimes | 35.9 |

| Number | Question | Response/ Valid Percent |
|--------|--|-------------------------------|
| 19 | Listen to FL at work? | |
| | Not at all | 28.2% |
| | Frequently | 38.5 |
| | Sometimes | 33.3 |
| 20 | Read FL at work? | |
| | Not at all | 30.8% |
| | Frequently | 43.6 |
| | Sometimes | 25.6 |
| 21 | Write FL at work? | |
| | Not at all | 51.3% |
| | Frequently | 23.1 |
| | Sometimes | 25.6 |
| 22 | Translate at work? | |
| | Not at all | 38.5% |
| | Frequently | 23.1 |
| | Sometimes | 38.5 |
| 23 | Does position require language skills? | |
| | Yes | 39.5% |
| | No | 60.5 |
| 24 | Is knowledge of foreign culture important? | |
| | Yes | 83.7% |
| | No | 16.3 |
| 25 | Would it have helped to have Commercial/Science Language Course? | |
| | Yes | 67.5% |
| | No | 32.5 |
| 26 | Are language skills related to promotions? | |
| | Yes | 24.4% |
| | No | 75.6 |

| Number | Question | Response/ Valid Percent |
|--------|---|-------------------------------|
| 27 | Do you prefer position with FL? | |
| | Yes | 71.4% |
| | No | 28.6 |
| 28 | Do you recommend FL experience in Intl/Management Careers? | |
| | Yes | 95.3% |
| | No | 4.7 |
| 29-33 | Asks respondent to rank skills in order of importance to them. (1 = Most Important, 5 = Least Important) | |
| 29 | Importance of reading. | |
| | 1 (Most Important) | 12.2% |
| | 2 | 12.2 |
| | 3 | 51.2 |
| | 4 | 19.5 |
| | 5 (Least Important) | 4.9 |
| 30 | Importance of speaking. | |
| | 1 (Most Important) | 36.6% |
| | 2 | 43.9 |
| | 3 | 4.9 |
| | 4 | 7.3 |
| | 5 (Least Important) | 7.3 |
| 31 | Importance of Listening. | |
| | 1 (Most Important) | 56.1% |
| | 2 | 29.3 |
| | 3 | 7.3 |
| | 4 | 7.3 |
| | 5 (Least Important) | 7.3 |

| Number | Question | Response/ Valid Percent |
|--------|--|-------------------------------|
| 32 | Importance of writing. | |
| | 1 (Most Important) | 2.4% |
| | 2 | 9.8 |
| | 3 | 19.5 |
| | 4 | 53.7 |
| | 5 (Least Important) | 14.6 |
| 33 | Importance of translating. | |
| | 1 (Most Important) | 4.9% |
| | 2 | 9.8 |
| | 3 | 7.3 |
| | 4 | 9.8 |
| | 5 (Least Important) | 68.3 |
| 34 | Is there a need for business people with FL experience? | |
| | Yes | 100.0% |
| | No | .0 |
| 35 | Specific area of need? | |
| | Inter Banking | 54.5% |
| | Inter Trade | 6.1 |
| | Marketing | 12.1 |
| | Import/Export | 9.1 |
| | Finance | 9.1 |
| | Customer Relations | 9.1 |
| 36 | In which language skill should business people be most proficient? | |
| | Speaking | 64.3% |
| | Listening | 14.3 |
| | Reading | 14.3 |
| | Culture Awareness | 7.1 |

QUESTIONNAIRE

Date _____

Use of Foreign Languages in International Banking

I. Background: Name _____
Nationality _____ Country of Birth _____

1. What foreign language(s) have you studied?
1. _____ 2. _____

2. Number of years studied _____ Dates _____ University _____
Other _____

Second language:
Number of years studied _____ Dates _____ University _____
Other _____

3. Undergraduate major _____ Graduate Degree _____
Where latest degree received? _____

4. Foreign travel: Dates _____ Region(s) visited _____
Foreign study: Dates _____ Location _____
Courses _____

Business Internships Abroad: Dates _____ Location _____

Did you live with a family while abroad? / /YES / /NO

5. Skills: Current proficiency level:

| | | | | |
|------------|--------------|---------|---------|---------|
| Speaking: | / /Excellent | / /Good | / /Fair | / /Poor |
| Listening: | / /Excellent | / /Good | / /Fair | / /Poor |
| Reading: | / /Excellent | / /Good | / /Fair | / /Poor |
| Writing: | / /Excellent | / /Good | / /Fair | / /Poor |

II. Today: Your present position _____
Firm _____ Location _____

1. Do you use a foreign language in your position? / /YES / /NO
if YES, identify skills you use:

| | | | | | |
|--------------|--------|-------|------|-------------|--------------|
| Speaking: | / /YES | / /NO | use: | / /Frequent | / /Sometimes |
| Listening: | / /YES | / /NO | use: | / /Frequent | / /Sometimes |
| Reading: | / /YES | / /NO | use: | / /Frequent | / /Sometimes |
| Writing: | / /YES | / /NO | use: | / /Frequent | / /Sometimes |
| Translating: | / /YES | / /NO | use: | / /Frequent | / /Sometimes |

54

FOREIGN LANGUAGES AND INTERNATIONAL BUSINESS:
ACADEMICIANS AND BUSINESS EXECUTIVES
REVIEW A PERENNIAL PROBLEM

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Foreign Languages and International Business: Academicians
and Business Executives Review a Perennial Problem

The U.S. trade deficit in 1984 will reach a record \$110 billion, according to Martin Feldstein, Chairman of the President's Council of Economic Advisors.¹ Many of the reasons for the amount of this deficit are complex. Yet one reason, some experts claim, is easily explained. That reason is blunders--blunders made by U.S. executives who are insufficiently familiar with the cultural traditions and national customs of the foreign country or countries in which they do business. The following incident will illustrate. A team of negotiators for a large U.S. company had spent several weeks in Tokyo, preparing a contract between an American and a Japanese company. After negotiations, the Chief Executive Officer of the American company flew to Tokyo for the signing of the contract that would eventually mean a sizeable profit for his company. Two days later, following long hours of socializing with his Japanese hosts and somewhat exasperated at the delay in getting the contract wrapped up, the American executive sat down opposite his Japanese counterpart for the signing. The contract was laid

before the two men. Calmly and with much deliberation, the Japanese pulled the contract to him and reviewed his company's terms of purchase. He then sat back in his chair and remained silent. Minutes passed. The silence continued. The Japanese executive offered no indication he was about to sign the contract. The American, his body taut and his mind doubting the success of his trip to Tokyo, suddenly reached across the table, pulled the contract to him, and determinedly crossed out the purchase price that had been agreed upon. He inserted in its place a new figure, one that was \$250,000 lower than the original. Quickly pushing the altered document back across the table, the American looked doubtfully at the Japanese who, despite the new and more favorable price for his company, continued to remain silent. More time elapsed. Only after another few minutes did the Japanese reach for his pen and put his signature to the contract. He passed the document to the American, who breathed easily and added his signature. Not until much later was he informed of an ancient cultural tradition that many Japanese still observe before entering into an important agreement. That is the tradition of contemplative silence. The American executive's ignorance of this tradition had, in a rash moment, not only cost his company one-quarter

million dollars. It had also raised the U.S. trade deficit by an equal amount.

Blunders in international business, such as the above, are not rare. According to Franklin Root, Professor at The Wharton School, University of Pennsylvania, such blunders are traceable "to ethnocentric assumptions unconsciously held by business executives."² Root contends that executives dealing in international business are communicators across cultures and, as such, must take the time and make the effort to learn the cultural practices and understand the traditions of the country where they are conducting business. Most American businessmen and women presumably know that business overseas is not always conducted in the same manner as business in the U.S. But many appear not yet to understand that successful communication in the language of cultural practice indigenous to the host country is "the life blood to international management."³ Mastery of cross-cultural communication can be best acquired, Root advises, through the study of foreign language and foreign literature.

How much value do American executives of international business attach to cross-cultural communication? How great a role does competency in foreign languages and

foreign cultures on the part of potential employees play when American companies hire personnel to fulfill assignments overseas? When there, do these employees conduct sales, make purchases, and execute other operations with optimum success using only English, the so-called "international language"? When returned home, are these men and women agreed that without foreign language competency and knowledge of foreign culture they have done their best work abroad?

Since the literature that answers these and similar questions both predates the recent, rapid increases in U.S. trade deficits and also focusses only on certain geographical areas,⁴ the Department of Foreign Languages and Linguistics at the University of John Q. Public at Anytown sought such specific responses to these and other questions as our local business community could provide. This community is identifiable as the Dallas/Fort Worth Metroplex, in 1982 the sixth most populous Standard Metropolitan Statistical Area (SMSA) in the U.S. in terms of manufacturing employment, and outranked in commercial bank deposits only by New York, Chicago, Los Angeles/Long Beach, and San Francisco/Oakland.⁵ This paper is in part a report of the steps taken by this department to seek out those responses and is also in part an analysis of

the responses themselves.

The steps that the department took to seek out responses from appropriate executives of local businesses were three: 1) to survey the D/FW business community, 2) to set up a department task force and bring together an advisory board to work with the task force, 3) to sponsor a symposium aimed at the local business community.

STEP 1. In November 1962 the department devised and mailed a questionnaire to 575 large, medium, and small companies in the Dallas/Fort Worth Metroplex. Accompanied by a letter that explained our intent, the questionnaire was entitled "Survey of Foreign Language/Foreign Culture Interests and Needs." It contained sixteen questions and a choice of appropriate answers. The post office returned some envelopes as undeliverable, leaving a total of 535 questionnaires having, presumably, reached their destination. Of this number ninety were filled in and returned to us with the information we sought. From these our tabulating team discarded three because they carried no company name or respondent's signature. Hence, eighty-seven questionnaires were finally tabulated--just over sixteen percent of the number mailed--a percentage below the twenty percent return we had anticipated.

The first two of the sixteen questions gathered information on the size of a given company in terms of

employees and the names of the foreign countries in which the company conducted business. Companies responding to the survey ranged in size from corporate giants to small, family-run operations. Thirty-four foreign countries were listed as sources of trade in the D/FW business community. Because space limits me here, I will speak about only eight of the remaining questions.

To the question "Do your personnel on overseas assignments discharge their official duties with optimum success using only English as a working language?", 21 responded "no," 45 "yes," and 21 omitted any answer (reasons for that omission unstated). To the question "Do your personnel sent on foreign assignments receive cultural briefings on the host country?", 43 responded "no," 27 responded "some," and 17 omitted any answer. To the related question "Do your personnel sent on foreign assignments receive instruction in the language of the host country?", 25 responded "no," 14 "yes," and 20 "some." Twenty-eight gave no answer. The question "Do you consider knowledge of a foreign culture and foreign language an asset to personnel on assignments abroad?" produced, surprisingly, 25 "no" in addition to 62 "yes" answers. And to the question "Have you ever provided financial support and time for employees to

undertake foreign language/foreign culture studies?", the negative replies outnumbered the affirmatives by 55 to 18, with 14 omitting any answer. To the related question, "Has your company ever provided or participated in seminars or instruction focussing on foreign language/foreign culture?", there were 50 no's, 16 yes's, and 11 blanks. The second part of this question, "Would you like to do so?" got 48 no's, 21 yes's, 1 maybe, and 17 blanks. Our final question read, "Would your company be interested in participating in a cooperative or intern work-study program for university students majoring in foreign language/foreign culture programs?" To it 62 said "no," 4 "yes," and 2 "perhaps"; 18 offered no response.

Our interpretations of these completed questionnaires suggested that large numbers of firms in the local community are not informed about--perhaps not even interested in--the roles played by employees' knowledge of foreign languages and foreign cultures in the conduct of business overseas. The relatively few that were interested consisted, for the most part, of the giant corporations with several overseas branches and, we supposed, with much experience and a corresponding expertise in handling foreign markets. The medium- and small-sized companies that responded appeared negatively

inclined toward investigating these roles and toward providing their employees with foreign language and culture skills. The one set of responses that yielded a high percentage (71 percent) of answers indicating acknowledgement of the value of foreign language proficiency for the conduct of international business puzzled us in view of the large percentage of negative responses to questions asking if given businesses had required, provided, or desired to require or provide such knowledge. Did that strongly positive response indicate a potential interest in our topic? Could such an interest be translated into an operational, cost-effective goal in a company? Could a company's employees come to be expected to study foreign languages and foreign cultures? Or would provision for such study mean too great an investment in money on the part of the company, and time and effort on the part of the employees, to be workable? We debated these and other questions and concluded that we ought to try to organize a symposium that would bring together top-level management from local companies to consider the possible advantages of promoting the study of foreign languages and cultures for their employees. We hoped that we might be able to prove to them--especially to small companies--that increased profits could be realized in business abroad if their employees were knowledgeable in both

foreign languages and foreign cultures.

STEP 2. The committee in charge of the project in the Department of Foreign Languages and Linguistics named a Task Force that consisted of five members from the department, a sixth from the university's College of Business Administration, and a seventh, a student from the Student Activities' Board. It also brought together an Advisory Board that consisted of six top-level executives from multinational corporations headquartered locally. We had originally planned a board of ten members, but four whom we invited did not wish to involve themselves, although they did not, they told us, lack interest in our undertaking. Entertaining the six executives to lunch on our campus, our group questioned them about the feasibility of holding a campus symposium on the topic of foreign languages/foreign cultures in international business. Would the D/FW business community attend such a symposium, we asked? The executives' answer was a qualified yes. They suggested that we proceed to plan the symposium and invite all the companies to whom we had mailed questionnaires. Two further suggestions to us were these: 1) hold the symposium on a Friday near the beginning of a month and issue invitations well in advance of the date; 2) draw most speakers from business

or government.

Following that advice, our group proceeded to plan the symposium, allowing itself one year to complete arrangements. Funding was obtained from four campus sources. Our planning group's greatest problem was engaging speakers and panelists for the program. Business leaders and politicians, we learned, do not want to commit themselves to engagements more than six to ten weeks in advance. And even then, when a commitment is given, it is only tentative. Two keynote speakers from business and government cancelled their commitments three weeks prior to our scheduled date. Of two other speakers whom we invited, one was an academician--Professor Root, whom I identified earlier--and one a former academician--Dr. Rose Hayden, President of the National Council on Foreign Language and International Studies.

We increased our mailing list for invitations to more than 900, some 300 beyond the number to whom we had mailed the questionnaire, by inviting additional business executives, local politicians, and academicians from universities and secondary schools in the area. We issued all invitations in the name of our university's president, whose prestige would, we hoped, raise interest and participation in our undertaking. And we did duplicate

mailings, fourteen days apart.

Shortly after the first mailing, letters of regret started to arrive. Generally expressing good wishes to us, they also often stated that a given company's personnel, though interested in the symposium program, was previously committed, or, for some other reason, would be unable to attend. Follow-up telephone calls to some of the larger corporations also yielded similar regrets, though in three cases those calls attracted personnel to attend who otherwise would not have. Two corporate executives told us that our registration fee (\$85.00) was too high. That amount was, our advisors had informed us, not uncommon in our locality for a one-day seminar complete with coffee breaks, lunch, and concluding refreshments. The total number of pre-registrants for our symposium was thirty. That figure increased to forty-five on the day of the symposium, a figure that translated into about five percent of those invited, five percent below the ten percent we had anticipated.

STEP 3. The symposium, held on our campus Friday, March 9, 1984, was entitled "International Trade and the National Interest: Focus on Language and Culture." The meeting room with 200 chairs was well occupied throughout the day by registrants from business, by

colleagues from our own and other universities, by colleagues from local high schools, and by students. Our two keynote speakers addressed the topics of Americans conducting business in the People's Republic of China and in Japan, topics we had suggested because the PRC and Japan are especially important and conspicuous trading partners with the U.S., because their cultures are radically different from our own, and also because the U.S. has a rapidly increasing trade deficit with both countries. The one speaker, Director of Chinese Operations for a large U.S. corporation, regularly flies to Beijing from his Texas headquarters. An engineer by profession, fluent in Mandarin Chinese, and closely familiar with Chinese culture, he still prefers to have an interpreter beside him whenever he is at the stage of conducting intricate negotiations. This for two reasons: 1) to show respect to the Chinese executives who themselves at critical stages of negotiations work through interpreters, and 2) to allow himself more time to consider his answers to questions from the Chinese. The process of translation, he reminded us, doubles the time of negotiations. The extra moments required to have a Chinese question formally translated into English give him an advantage in time. He has already understood the question in Mandarin, and the

translation procedure gives him time to ponder his answer. It also often gives him time to prejudge the reactions of the Chinese executives to that answer. Still, this speaker warned, using translators is frequently the same as playing the piano while wearing gloves: translations are cumbersome. They are often unclear and inaccurate. His own translators, supplied by the Chinese government, have frequently been less than accurate in their translations, committing as a rule minor but sometimes major errors of a sort that could result in gross misunderstandings and increased costs.

Our second keynote speaker had spent twenty-six years in Japan as an American businessman. Early in that time he had become fluent in Japanese and knowledgeable of Japanese customs. The story I told at the beginning of this paper was his. He had been a member of the American negotiating team that had drawn up the contract that I mentioned with the Japanese company. And it had been he who, later that same day, had informed the rash-acting American executive of the costly misinterpretation of the Japanese custom of contemplative silence. It would be rare, this speaker asserted, to find a Japanese executive doing business in America who did not have a profound linguistic and cultural

knowledge of us, a knowledge acquired in part, it is true, through American movies and television programs, to the like of which in Japanese we have little or no general access, but acquired also in part--and significantly--through laborious formal study.

Another symposium speaker was a Japanese-American woman executive, responsible for import operations from Japan for a large U.S. retailer. This speaker addressed her remarks primarily to American companies with only a few employees. She noted that the main source of inventory for her own company comes from small, family-operated businesses in Japan. Twenty years ago, when she first travelled to Japan, she dealt there with owners of businesses that operated out of homes, backyard huts, or tiny storefronts. Those owner/operator/salesmen were totally unskilled in international marketing techniques. But today these same businesses--some still small, some grown large--do not still lack expertise in marketing. They are not unaware of the buying habits of Americans as well as Europeans, Arabs, and other nationalities. This speaker then pointed out to her audience that only a very low percentage of family-run and small American companies operate internationally. They lack the expertise to do that and, she regretted, seemingly have little desire to move beyond their country's

own borders to do business. Rose Hayden pointed out the same fact. "Only 250 of America's business firms account for over eighty percent of our more than \$350 billion export volume," she reported. "Such a lopsided ratio suggests that there are hundreds of thousands of smaller and medium-sized companies reluctant to venture into foreign markets."⁶ Such reluctance appears to stem, at least in significant part, from American business executives' lack of training in international marketing research. The present trade deficit could be greatly reduced if more small- and medium-sized American companies put into practice strategies for successfully entering foreign markets.⁷

In addition to addresses from other speakers, our symposium included two panel discussions. The first was entitled "The Roles of Languages and Cultures in Conducting International Business," and included panelists from corporations in the international arena. Panelists for the second, entitled "Objectives for International Executives," were government officials and academicians. Two participants on the latter panel, a former U.S. Ambassador to Peru and a current Director of International Trade for the U.S. Department of Commerce, both challenged American colleges of

business administration, beginning now, to train all their students in methods of trading internationally. A fellow panelist, a professor of business administration, replied to this challenge by saying that such training would only be integrated into the standard business administration curriculum when U.S. companies--and U.S. government agencies engaged in trade regulating--demanded it of the students they hire. Presently the need for such training is most often not reflected in hiring policies, the professor noted. This leaves the American business community and American government ill equipped and ill experienced to meet with the obvious need for massive increases in sales abroad and for halting the escalation of trade deficits. A recent editorial in the International Herald Tribune reinforced these remarks when it pointed out that prevailing ideas about American economic policy were formed in the 1950's and '60s, a period of massive U.S. domination of world markets. The editorial concluded, pointing to the possible consequences of a continued failure on the part of ~~American business to compete successfully in the~~ international marketplace: "There is not much in American experience to prepare either politicians or the American public for the kind of instability that international deficits on the present scale...can

generate."⁸ A new approach to the problem of a gross imbalance of trade between America and foreign countries is needed, an approach essential on the part of economists and business executives. To develop a new approach they need new understandings and training.

At the end of the symposium registrants completed a form evaluating the day's program. The responses were positive and urged us to hold a similar symposium again. Plans for that are now being considered. The hardest question we face is how to convince the hundreds of companies in our geographical area, especially the small- and medium-sized ones, that they might benefit from involving themselves in our undertaking. From experts, we know, that effective communications across international cultural boundaries, as we stated at the outset, can be the life blood of international management. We know too that effective communication, engaged in to the end of improving our international trade position, can begin locally. Effective communication can begin at home--between departments of foreign languages in American universities and departments of international trade in American corporations. That communication can become new and refreshing blood to both these bodies.

Our effort to communicate with the local business

community during the past eighteen months has achieved in percentage points a very low response from that community. Reasons for the low figure surely lie on our side as well as on theirs. Our repeated efforts to communicate with business must, beyond question, be made on the basis of ever more up-to-date and specific information. Helpful would be to know, for example, exactly how much of the U.S. trade deficit is traceable to identifiable blindspots in cross-cultural communication. Our repeated efforts to communicate with business must also be made on the basis of improved strategies of our own. One such strategy would be to develop a closer working relationship with our advisory board and to expand it to include representatives from more corporations than were represented this year. These members' personal and professional involvement could significantly increase community interest, and participation, in our future undertakings as we continue to promote the idea of familiarity with foreign languages and foreign cultures as an aid to international business.

¹Charles P. Alexander, "That Monster Deficit," Time, March 5, 1984, pp.60-67.

²Franklin R. Root, Foreign Market Entry Strategies (New York: AMACOM, 1982), p. 261.

³Root, p. 261.

⁴Four of the several studies consulted were Loren Alexander, "Foreign Language Skills in Manufacturing Firms: Kansas, 1974," Bulletin of the Association of Departments of Foreign Languages (ADFL Bulletin), 7, No. 2(1975), pp 33-37; Don W. Arnold, Robert L. Morgenroth, and William M. Morgenroth, "A Survey of Foreign Language Use in Business and of Trends in Foreign Language Education in Illinois," ADFL Bulletin, 7, No.2(1975), pp. 27-33; Marianne Inman, Foreign Languages, English as a Second/Foreign Language, and the U.S. Multinational Corporation, Language in Education: Theory and Practice, No. 16 (Arlington, Virginia: Center for Applied Linguistics, 1978); Penny Schoonover, "Foreign Languages Desired but Unrequired: Results of an Idaho Survey," ADFL Bulletin, 13, No.4(1982), pp. 16-19.

⁵Inside Texas 1983: An Economic Perspective (Houston: First City Bancorporation of Texas, 1983), pp. 12-48.

⁶Rose L. Hayden, "Foreign Languages and International Trade: A Global Perspective," New York, 1984, p. 4.
(unpublished.)

⁷A recent announcement indicates that plans are underway now to bring more small U.S. companies into the field of international exporting. The Commerce Department is offering in Spring 1984 a dozen seminars across the U.S. that will focus on practical applications of the Export Trading Company Act, approved by Congress in 1982. See German Business Weekly (New York: German American Chamber of Commerce, April 26, 1984), p. 2.

⁸"Another Half Point," International Herald Tribune, March 23, 1984, p. 4.

LANGUAGE AND CROSS-CULTURAL TRAINING IN
U.S. MULTINATIONAL CORPORATIONS

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LANGUAGE AND CROSS-CULTURAL TRAINING IN U.S. MULTINATIONAL CORPORATIONS

INTRODUCTION

The role of foreign or second language training in international business has been of interest and concern to language teaching professionals and, to some extent, to corporate employees and administrators as well for a number of years. Perhaps the peak of national interest came several years ago with the publishing of the report of the President's Commission on Foreign Language and International Studies, to which some of Inman's (1979) earlier work contributed. Since that time, greater attention appears to have been given to the matter of corporate language training, with even the popular business literature and news magazines carrying articles on language learning trends and techniques (Henderson, 1981; How to learn. . . , 1980; Ross-Skinner, 1977; Salmans, 1979; and Take your pick. . . , 1982; to mention a few). Innovative programs within individual companies have also gradually become known, leading to the hypothesis that significant changes in corporate language and cross-cultural training have taken place in the

Multinational Corporations - 2

in the last five to seven years. Accordingly, in the fall of 1983 a survey was undertaken to assess the current situation in foreign language training, English language training, and cross-cultural training among U.S. multinational corporations. A primary objective of the study was to obtain comparative data vis-a-vis Inman's survey in 1977 (Inman, 1978), as well as to gain additional insight into the process of selecting individuals for international assignment.

As the findings of the current study are reported, deep gratitude must first be expressed to the many corporate respondents who took the time to complete the detailed and rather lengthy questionnaire, who telephoned, who volunteered further information, who even responded a second time to the follow-up mailing, and who wrote or telephoned that they were eager to receive a summary of research results. Even many of those who did not complete the questionnaire took the time to check off or supply a reason and return the document. Specifically, responses were received from 62 percent of the 300 corporations that were contacted; two-thirds, or 41.3 percent overall, of

Multinational Corporations - 3

those resulted in quantifiable responses.

METHODOLOGY

The 300 companies which were selected to receive the questionnaire represented twenty-five different types of business which are reported to be involved in international trade or development, ranging from Architectural Engineering to Transportation. Twelve companies in each category were chosen to receive a questionnaire: companies which had responded to the earlier survey were automatically included, and the remainder were selected by cross-referencing the 1983 Fortune 500 list of companies with Standard and Poor's (1983) and by consulting Angel (1979). This careful initial screening of companies, in order to try to ascertain the likelihood of a company's responding, certainly proved to be worth the time and effort involved.

The initial mailing was made November 1 with a follow-up to those who had not yet responded on December 1. Both included a personally signed cover letter and stamped, self-addressed envelope for reply. The data-gathering packages were addressed by name to the Vice-President of International

Multinational Corporations - 4

Operations or of Personnel when that individual was known; if the name could not be obtained from one of the directories mentioned above, the letter and envelope were addressed to the Personnel Officer. Confidentiality of responses was assured and an offer made to provide an executive summary of results to those who wishes to receive one.

Approximately 20 percent of the questionnaires were returned that first month, with the remaining 40 percent responding after the follow-up mailing. While time-consuming and expensive, the follow-up mailing was certainly worthwhile.

FINDINGS

General Corporate Characteristics. Companies contacted and responding to the questionnaire included both the U.S. industrial giants as well as smaller concerns. On the average, though, most companies reported employing between 10 and 50 thousand employees and generating annual revenues of \$1 to 10 billion. Responding companies averaged a market mix of 65 percent domestic business versus 35 percent international. Most indicated that marketing and manufacturing constituted the bulk of their international business, with services ranking

Multinational Corporations - 5

third.

Foreign Language and Cross-Cultural Training. One of the major areas of change in survey results between 1977 and last fall involved the reported locations of international business (see Table 1). While Western Europe continues to be in first place, the Far East in the current study vaulted from fifth to second position. Other geographical areas remained very nearly in the same order, except that Eastern Europe and the Soviet Union fell from seventh to last place. Not surprisingly, the foreign languages reported as most studied by U.S. nationals going abroad reflect this distribution somewhat more closely than was the case earlier (See Table 2).¹ Spanish and French maintain their first- and second-place positions, but German has moved up from fifth place to third. Portuguese, confirming the importance of South America as a location of international business, is fourth. Persian, understandably, has disappeared from the list, but Chinese and Korean were added, indicative of the emphasis which has been placed on that region of the world and on those countries specifically. Languages which were supplied by respondents but

Multinational Corporations - 6

which were not cited frequently enough to rank included Indonesian, Dutch, Flemish, Malay, Norwegian, and Thai.

Selection criteria for sending U.S. nationals on international assignment remain the same (see Table 3): technical or managerial ability remains unquestionably the primary criterion with language ability, as before, firmly in last place. Previous international experience and the ability to adapt to a new environment rank almost equally between the two extremes. Other criteria, supplied by respondents, include personal elements such as one's family situation, the "desire to go abroad," or education, as well as more company-related factors such as length of service, work history, evaluations, knowledge of company operations, or potential. One respondent mentioned the "inability to find local talent" as the main reason for sending Americans abroad. Slightly over half the companies responding (51.6%) indicated that prospective international employees are carefully screened to determine their suitability for an international assignment; most stated that interviews, often including the spouse, were the primary such

Multinational Corporations - 7

screening technique. Many companies also cited thorough reference checks as an important selection criterion. Some, however, specified that one or more sessions with an industrial psychologist or "consultants" (cf. Gauging. . . 1979) might be involved. Occasionally visits abroad for the employee and spouse are provided.

The pre-departure training provided to Americans destined for international assignment continues to claim language as the dominant type provided, with 43.5 percent of responding companies indicating that they do offer language training or at least "provide bilingual glossaries" to their employees (see Table 4). This figure represents a slight reduction from the 55 percent reported in the earlier survey, however. Technical and managerial training also remain in second and fourth places, respectively, at 34.7 and 27.4 percent, and cross-cultural training is in third position with 31.5 percent, compared to 38 percent six years ago. A general "orientation" to include tax and benefits information was listed by some respondents as another important component of pre-departure training. Of some concern, perhaps, should be the rise, albeit not great, in numbers of companies

Multinational Corporations - 8

reporting that no training is given to employees prior to their leaving the United States: this group increased from 16 percent in 1977 to just under 23 percent in the current study.

Again, despite the fact that language training figures prominently in pre-departure benefits for American international employees, less than 4 percent of responding companies indicated that a language capability was required for such employees. Most (nearly 32 percent) reported that there was no official company policy regarding language proficiency; another 28.2 percent indicated that a foreign language capability was "desirable but optional." The figures concerning cross-cultural training or orientation roughly parallel those just cited for language: just under 6 percent of responding corporations require such training, 31.1 percent have no official policy, and 23.4 percent feel that it is "desirable but optional." Some companies indicated simply that foreign language and cross-cultural training were more important for some countries than for others. Of those companies requiring a foreign language capability, most feel that either a minimum ability or a "working technical or professional knowledge" of the

Multinational Corporations - 9

language is sufficient. In all cases, speaking and listening received priority over reading and writing as the skills to be emphasized.

As might be expected, and as has been the traditional practice, whatever language proficiency is obtained by corporate employees is generally provided by the employing company during regular working hours (see Table 5). Previous residence abroad, prior training, or family associations with the language also account for employees' foreign language capability. Only two companies reported that a pay differential is granted to individuals who possess or acquire a foreign or second language proficiency: one at 10 percent of base pay and the other at an undisclosed (or perhaps unknown) amount.

Corporate language and cross-cultural training continues to be performed primarily by contractual arrangement with a commercial teaching/training organization, notably Berlitz or Inlingua (see Table 6). For language, private individuals under contract to the corporation constitute the next most popular means of instruction; in the cross-cultural area, formal and informal interaction with other company employees who have been assigned

to a particular country or region appears to constitute the second most prevalent form of orientation. In-house programs and contracts with a university or other educational institution are the next most common form of language and cross-cultural training. Techniques volunteered by respondents included tapes, video presentations, and self-instructional modules, approaches which seem to be gaining in popularity if not in effectiveness.

The language and cross-cultural training are performed largely in the United States but also--- generally as a follow-up---in the country of assignment. Third country locations appear to be rare. The actual instruction is held mainly at the premises of the contractor or other teacher for language and, in the cross-cultural area, almost equally between the office or plant and the premises of the teacher. Some instruction occurs, too, at employees' homes as well as in hotel conference rooms.

The actual amount of training, despite the professed interest on the part of corporations, remains fairly modest: the average number of hours of foreign language training reported was 108.5;

Multinational Corporations - 11

of cross-cultural training, 16, taking place mainly in less than one month's time, or at the most within a two- to six-month period. Under 5 percent of the respondents indicated that their foreign language instruction extended for longer than a 12-month period. In most cases, the type of language instruction offered is not job-specific but rather of general focus. The instruction, not surprisingly, is conducted overwhelmingly on a 1:1--or at most a 1:5--basis. Clearly this more or less ad hoc arrangement is best suited to serving individuals and families who generally have limited advance notice of an international assignment, whose schedules are extremely busy, and who are probably not being reassigned in a group.

Regardless of the foreign language efforts just described, and undoubtedly the reason for the really minimal involvement in serious training, is the fact that over 70 percent of the respondents reported that business negotiations and dealings are handled in English whether in the United States or abroad. Remarkably, though, one-third of the respondents indicated that abroad U.S. nationals speak the local language. In fewer cases, interpreters are used, with a preference for

Multinational Corporations - 12

company-hired interpreters rather than those provided by the other party. This pattern virtually duplicates that sketched six years ago.

Finally, just over half (53.2 percent) of the respondents felt that the international aspects of their companies' business were not hindered by language problems. This represents a 9.6 percent decrease over the figures reported six years ago. Just under one-third did admit, however, to having experienced communication difficulties, approximately the same proportion as in the earlier study. While most described the communication breakdowns in fairly general terms, the dominant impression is one of time and efficiency lost in translation/interpreting/misunderstanding and, above all, of cross-cultural mismatch as "methods of analysis and motivation differ" and as American business is "more aggressive." Also cited are "different approaches to solving problems, getting cooperation, and achieving agreement," even when all communication takes place in the same language, notably English. Several companies mentioned that, compared to their U.S. competitors, their foreign language policy (or lack thereof) was adequate; compared to their foreign competitors, however,

Multinational Corporations - 13

they felt that they were much less proficient.

Companies further volunteered that linguistic incompatibility "hinders relationship building" and results in limited marketing capabilities as well as in decisions sometimes being made on the basis of incomplete data. Certainly a greater awareness of differences not only in language but also in communicative style, along with attempts to adapt behavior and strategies to the style of the counterpart and/or interlocutor would seem to yield great benefits in productivity, adjustment, and satisfaction. One company showed great perspicacity in documenting their own "unsuccessful business deals" to use in training sessions (cf. Ricks, Fu, and Arpan, 1974).

English Language Training. Shifting now to corporate English language training programs, one finds that over half of those responding to the question of whether or not English language training is provided either in the United States or abroad responded affirmatively (58 to 52 companies, or 46.8 percent to 42.9 percent). In most cases English language training is viewed as optional, although for U.S.-based employees such training is required by

Multinational Corporations - 14

one-third of the respondents. Training is almost always performed locally; i.e., wherever the employees are located, be it in the United States or abroad.

In most cases, whether the programs be in the United States or overseas, but especially overseas, the primary purpose of the English language training is to improve communication between employees and supervisory staff (see Table 7), notable in that the supervisory personnel are generally the Americans for whom significant amounts of foreign language are being provided, albeit optionally. Also important, but lagging behind other reasons, is the need for an English language proficiency as preparation to receive vocational or technical training in English. Other factors cited centered on developing a capability for communication with counterparts as well as with the U.S. headquarters in order to "enhance" the image or position of the overseas affiliate.

This English language training, as it has been and as foreign language training was reported to be, is conducted mainly by contract with a commercial language teaching organization or other educational institution (see Table 8;cf. Table 5). In-house

Multinational Corporations - 15

language teaching, in third place, lagged far behind the other means of providing English language training. The self-instructional approach appears to be gaining popularity for English language training as well as for foreign language training. "General English" is taught far more than any specialized variety, although "both general and specialized" Englishes were reported in almost equal numbers with general English for overseas-based employees.

Responses to questions concerning the specific details of English language training programs in terms of number of hours, duration, and teacher-student ratio were spotty, with several respondents remarking that these matters were unknown to them, or that the numbers varied, or that training was provided "as required." The majority of the programs report a training period of two to six months and up to 500 contact hours of training. In overseas programs, though, a training period of over 12 months' duration was reported by 14 percent of the respondents, reflecting earlier findings that massive, long-term English language training programs tend to be the rule rather than the exception. English language

Multinational Corporations - 16

training, like foreign language training, is taught mainly on an individual basis, signaling a shift from the predominantly formal classroom configuration reported before. Still, a 1:5 teacher-student ratio is not uncommon (19.3 percent in the United States and 14 percent overseas), and overseas even 1:10 is hardly rare (17.5 percent).

The level of English proficiency expected at the conclusion of English language training is distinctly higher than the anticipated foreign language proficiency of native-English-speaking Americans going abroad. Upper and middle level foreign managers are expected to demonstrate total fluency or at least a working technical or professional knowledge in both the United States and overseas; for technicians, instructors, and clerical and administrative personnel a working knowlege is adequate. Obviously English is and will continue to be viewed as the quasi-official international language, and only extraordinary circumstances will likely alter that direction, even with increasing global competition. Yet speaking a common language, whether that be English or any other tongue, is no guarantee of perfect communication, as is well known and as company executives are increasingly willing to acknowledge

Multinational Corporations - 17

(e.g., Adelman and Lustig, 1981 and Hawes and Kealey, 1981).

General Areas. The survey concluded with three questions of a general nature addressing (1) problem areas experienced with language training programs; (2) the role that language training had played in the planning of the company's international operations; and (3) the commercial or professional organizations and associations which companies had contacted or dealt with in conjunction with language and cross-cultural training issues. The greater candor, compared with that six years ago, which respondents displayed in reacting to the first two of these questions was refreshing. While 27 percent checked that they had experienced no significant problems with their language training programs, an almost equal number (26.2 percent) stated that not enough time overall, in terms of months or weeks, had been available or devoted to language training (see Table 9). Equal numbers (11.5 percent) of respondents further flagged three additional problem areas: trainees' attendance, their inadequate language performance at the completion of the training, and the difficulty of selecting a suitable language training contractor.

Multinational Corporations - 18

An additional concern of time, specifically not enough per day or per session for language training, was raised by 8.2 percent of the respondents. One corporate manager noted the discouragement of language-trained employees who subsequently find little or no opportunity to "reinforce" their linguistic skills.

Most of these problem areas relate directly to the planning, or lack thereof, of language training and related issues in the overall conceptualization and planning of an international venture (see Table 10). At least more companies than before recognized the need to try to repair communication breakdowns, even if a mid-course correction were required. Most people unfamiliar with the challenges and rigors of language learning and teaching simply have no appreciation for the length of time and the considerable effort required in order for anyone to develop even a working capability in a second language. Alternatively, if there is such a realization, then perhaps companies are not willing to devote the time, personnel, and financial resources necessary to accomplish the objective. As one respondent commented, there is frequently an initial burst of enthusiasm for language learning which quickly

wanes as the learner realizes precisely what degree of effort will be required to develop any proficiency at all. Moreover, when language learning must compete for time and attention in the busy schedule of the individual who, in addition to all of his or her other responsibilities, must prepare for a major move of family and household effects, it very often assumes a very low priority--especially when the individual knows that somehow communication in English will always be possible. In the case of ESL or EFL learners, training time can be a problem because management is eager to proceed with technical training or with the work of the organization. Clearly the viable response to this dilemma is for a company to analyze very clearly what its needs are and the competencies it wishes its employees to demonstrate according to a model such as Roe and Stainthorp (1982) propose or in the fashion of a number of German companies described in Freudenstein et al (1981). Yet such an analysis requires time and expertise which may not be readily available; as one respondent underscored, "The business of business is business!!!"

Finally, the associations and organizations contacted by multinational corporations did not differ radically from those indicated in the earlier

. Multinational Corporations - 20

survey (see Table 11). Berlitz remains the leader among language training contractors followed by Inlingua, which traded places with the American Graduate School of International Management. The Business Council for International Understanding remained in fourth place. After those four leaders, the others--largely professional organizations--were infrequently marked.

CONCLUSION

The findings here presented give rise to a number of implications for second and foreign language teaching professionals. First, in spite of corporate efforts in providing language instruction to their international employees, English continues as the dominant international business language. Still, links must continue to be forged between the business world and the academic community so that the growing interdisciplinary (i.e., business plus foreign language) programs which are gaining in interest and popularity can maintain their pattern of growth and development.

Second, all intercultural/international education and training programs must emphasize the importance of communicative style, regardless of

Multinational Corporations - 21

the languages(s) used in communicative interchanges.

Companies would do well to expand their current cross-cultural training/orientation programs from the 16-hour average currently reported; moreover, the substance of the training should probe far beyond an information session or two with other employees and their families who have lived in a particular country or region. Individuals' own communicative styles should be assessed and perhaps be incorporated as a selection criterion, or at least^a/factor, in international assignment. Then, through the training process, individuals should be made cognizant of how to capitalize on their own communicative profile and how to recognize and become more tolerant of the profiles of others. While general communicative characteristics do exist within cultures, each individual will exhibit his or her own variations according to personality style and background. Breakdowns in communication because of these differences must be heeded and strategies for repair offered.

Finally, the value, both economic and personal, of appropriate communicative interchanges needs to be emphasized in academic as well as corporate settings. Clearly there has not

been a greater genuine commitment to language proficiency and cross-cultural facility on the part of business because the merit of such an effort has not been adequately demonstrated in economic terms, the yardstick by which American businesses operate, yet companies are increasingly aware that breakdowns in communication engendered by either an inability of all parties to a transaction to speak the same language or by seemingly unbridgeable gaps in communicative style are extremely costly in terms of time and energy--and thus money--lost. Indeed, since marketing and manufacturing constitute the primary thrust of U.S. corporate effort internationally, a recognition of the importance of synchronous communicative styles to that marketing effort should be readily apparent. Further, companies must be helped to understand what realistically is involved in an adequate program of language training and language in terms of the purpose of the program, the type of language to be emphasized, the length of time required, and the human and financial resources necessary to achieve results. Although progress may seem slow, I believe that it is being made and that U.S. multinational corporations will devote ever greater attention to the role of language training and

Multinational Corporations - 23

communication in the success of their international operations. One may also hope that the language teaching profession can continue to make positive contributions to that process.

FOOTNOTE

¹The term "U.S. national" refers to a native speaker of English although that is not, of course, necessarily always the case.

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Multinational Corporations - 27

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Table 1

LOCATIONS OF INTERNATIONAL BUSINESS

| GEOGRAPHICAL AREA | Position by Average Rank | Reported Rankings | | | | | | | | |
|---------------------------------|-----------------------------------|-------------------|----|----|----|----|----|----|----|----------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 ^a |
| Western Europe | 1 | 55 | 19 | 11 | 6 | 3 | 2 | - | - | 6 |
| Far East | 2 | 10 | 25 | 23 | 23 | 6 | 7 | 2 | - | 4 |
| Central and South America | 3 | 11 | 23 | 25 | 18 | 11 | 4 | 2 | - | 7 |
| Canada | 4 | 15 | 23 | 20 | 17 | 6 | 4 | 4 | 1 | 6 |
| Middle East | 5 | 13 | 13 | 7 | 7 | 15 | 7 | 6 | 2 | 4 |
| Africa | 6 | 1 | 3 | 11 | 13 | 14 | 12 | 7 | 2 | 3 |
| India | 7 | 1 | - | 4 | 2 | 4 | 8 | 15 | 12 | - |
| Eastern Europe, Soviet Union | 8 | 2 | 1 | 3 | 2 | 4 | 7 | 5 | 13 | - |

^achecked but not ranked

Table 2

LANGUAGES MOST STUDIED BY U.S. NATIONALS GOING ABROAD

| LANGUAGE | Position by Average Rank | Reported Rankings | | | | | | | | | | |
|------------|-----------------------------------|-------------------|----|----|---|---|---|---|---|---|----|-----------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 ^a |
| Spanish | 1 | 43 | 14 | 11 | - | 1 | - | - | - | - | - | 11 |
| French | 2 | 15 | 18 | 11 | - | - | - | 1 | - | - | - | 12 |
| German | 3 | 3 | 9 | 5 | 7 | 3 | 2 | - | - | - | - | 7 |
| Portuguese | 5 | 1 | 9 | 7 | 1 | - | - | 2 | 1 | - | - | 4 |
| Arabic | 4 | 6 | 6 | 4 | 1 | 1 | 1 | 1 | - | - | - | - |
| Japanese | 6 | - | 3 | 1 | 8 | 3 | 1 | - | - | - | - | 5 |
| Italian | 7 | 1 | 1 | 2 | 3 | 5 | 1 | 1 | 1 | - | - | 3 |
| Chinese | 8 | - | 1 | 3 | 3 | 1 | 2 | - | - | - | - | 2 |
| Korean | 9 | - | - | - | - | 3 | 1 | 1 | 1 | - | 1 | 1 |
| Russian | 10 | - | - | - | - | - | 1 | 2 | - | - | - | 1 |

^achecked but not ranked

Table 3
CRITERIA FOR SELECTING U.S. NATIONALS
FOR INTERNATIONAL ASSIGNMENTS

| CRITERION | Reported Rankings | | | | |
|---------------------------------------|-------------------|----|----|----|----------------|
| | 1 | 2 | 3 | 4 | 5 ^a |
| Technical or managerial ability | 101 | 6 | 1 | - | 1 |
| Previous international experience | 7 | 38 | 28 | 12 | 2 |
| Ability to adapt to a new environment | - | 44 | 29 | 14 | 2 |
| Language ability | - | 2 | 30 | 47 | 7 |

^a checked but not ranked

Table 4

TYPES OF PRE-ASSIGNMENT TRAINING PROVIDED TO INTERNATIONAL EMPLOYEES

| TYPE OF TRAINING | Number | Percent ^a |
|------------------------------------|--------|----------------------|
| Language | 53 | 43.8 |
| Technical | 42 | 34.7 |
| Cultural | 37 | 30.6 |
| Managerial | 33 | 27.3 |
| Other ("orientation") ^b | 7 | 5.8 |
| None | 28 | 23.1 |

^a Multiple responses account for a total greater than 100.

^b A supplied response; hence the small number reporting.

Table 5

MEANS BY WHICH EMPLOYEES OBTAIN LANGUAGE PROFICIENCY

| MEANS | Number | Percent ^a |
|---|--------|----------------------|
| Company provides instruction | 54 | 44.6 |
| Previous residence abroad | 35 | 28.9 |
| Family associations | 31 | 25.6 |
| Prior school or military training | 31 | 25.6 |
| Employee required to obtain own instruction | 11 | 9.0 |

^a Multiple responses account for a total greater than 100.

Table 6

METHODS BY WHICH COMPANIES PROVIDE LANGUAGE AND CROSS-CULTURAL TRAINING

| METHOD | Language | | Cross-Cultural | |
|--|----------|---------|----------------|---------|
| | Number | Percent | Number | Percent |
| Contracted with a private organization | 56 | 46.3 | 16 | 13.2 |
| Contracted with a private individual | 17 | 14.0 | 6 | 5.0 |
| Contracted with school or university | 9 | 7.4 | 6 | 5.0 |
| In-house: hired instructors | 9 | 7.4 | 5 | 4.1 |
| In-house: non-teaching company employee | 3 | 2.5 | 8 | 6.6 |
| Other (tapes, video, self-instructional means) | 3 | 2.5 | 2 | 1.6 |

Table 8

METHODS BY WHICH COMPANIES PROVIDE ENGLISH LANGUAGE TRAINING

| METHOD | In the U.S. | | Overseas | |
|--|-------------|---------|----------|---------|
| | Number | Percent | Number | Percent |
| Contracted with private organization | 32 | 56.1 | 30 | 52.6 |
| Contracted with school or university | 10 | 17.5 | 10 | 17.5 |
| In-house by company-employed language teachers | 4 | 7.0 | 8 | 14.0 |
| In-house by non-language teaching employees | 1 | 1.8 | 5 | 8.8 |
| Other (tapes, self-instructional packages) | 2 | 3.5 | 4 | 7.0 |

Table 9

PROBLEM AREAS EXPERIENCED WITH CORPORATE
LANGUAGE TRAINING PROGRAMS

| PROBLEM | Number | Percent |
|--|--------|---------|
| No significant problems | 33 | 27.0 |
| Not enough time overall for language training | 32 | 26.2 |
| Attendance among trainees | 14 | 11.5 |
| Inadequate performance at completion of training | 14 | 11.5 |
| Selecting suitable contractor | 14 | 11.5 |
| Not enough time per day devoted to language training | 10 | 8.2 |
| Difficulty hiring and retaining instructors | 1 | 0.8 |
| Reinforcement of acquired language skills ^a | 1 | 0.8 |

^asupplied response

Table 10

THE ROLE OF LANGUAGE TRAINING IN THE PLANNING
OF CORPORATE INTERNATIONAL OPERATIONS

| ROLE | Number | Percent |
|--|----------------|---------|
| None | 60 | 49.2 |
| Added when communication problems developed, after other aspects of venture in progress | 16 | 13.1 |
| Considered necessary from inception of venture; amount of training needed underestimated | 13 | 10.6 |
| Considered necessary from inception of venture; adequately planned in terms of time and personnel required | 8 | 6.6 |
| Important in hiring | 1 ^a | 0.8 |

^aSupplied response; hence small number reporting.

Table 11

LANGUAGE TEACHING CONTACTS

| ASSOCIATION, ORGANIZATION | Number | Percent |
|--|--------|---------|
| Berlitz | 72 | 59.0 |
| Inlingua | 40 | 32.8 |
| American Graduate School of International Management (Thunderbird) | 21 | 17.2 |
| Business Council for International Understanding (BCIU) | 13 | 10.6 |
| Center for Applied Linguistics (CAL) | 5 | 4.1 |
| Stanford Intercultural Relations Institute (SIRI) | 5 | 4.1 |
| Teachers of English to Speakers of Other Languages (TESOL) | 5 | 4.1 |
| National Association for Foreign Student Affairs (NAFSA) | 4 | 3.3 |
| School for International Training (SIT) | 2 | 1.6 |

PROCEEDINGS OF THE 1984 EMU CONFERENCE ON
FOREIGN LANGUAGES FOR BUSINESS AND THE PROFESSIONS

PART 1:

BUSINESS NEEDS/EDUCATORS RESPOND

A SURVEY OF FOREIGN LANGUAGES
FOR BUSINESS AND THE PROFESSIONS
AT U.S. COLLEGES AND UNIVERSITIES

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A Survey of Foreign Languages for Business and
the Professions at U. S. Colleges and
Universities.

Interest in applied language studies seems to be growing at colleges and universities in the United States. In order to measure this trend, a survey of foreign languages for specific purposes was conducted by means of a questionnaire mailed to the chairpersons of language departments at 1008 United States colleges and universities. The results of the survey provide information about the extent to which foreign language for specific purposes (FLSP) courses are part of the curriculum in higher education.¹

The study focused on some of the characteristics of the institutions that offer FLSP courses and the types of courses which are offered. Specifically, the survey sought information on FLSP courses in four languages: French, Spanish, German and English as a second

Survey FLSP 2

language. The survey sample consisted of 1,008 language departments in colleges and universities across the United States. Names and addresses of department chairpersons were taken from the September, 1983 PMLA Directory. A one page, two-sided questionnaire was mailed to the language departments in October, 1983. By March, 1984, 450 questionnaires had been returned, with a response rate of forty five percent. Any response rate over twenty percent is considered quite high for this type of survey.

The responses to the questionnaires were transferred to OPSCAN forms for easier tabulation of results. The Statistical Package for the Social Sciences was especially useful in calculating the frequencies of response and cross-tabulations on the Florida International University computer.

In the PMLA Directory, the names of the language departments range widely from "English and Foreign Languages" to "General Studies." Table 1 indicates how many questionnaires were

Survey FLSP 3

sent to each type of department and the number of responses. The rate of response in each category is approximately equal to the overall response rate of forty five percent. Spanish departments had the highest response rate (fifty six percent) of individual categories, followed closely by Romance Language departments with fifty four percent. The lowest response rate (twenty eight percent) came from large academic units that house smaller language components: i.e., Humanities, Arts and Sciences, Communications, and General Studies. Perhaps the low response rate is due to the dean or chairperson's lack of familiarity with the language program. French departments also had lower than a one third response rate, far below the other departments and the overall average of forty five percent.

The first set of questions dealt with the kinds of academic institutions that offer FLSP courses. The size of the institution, its public or private status, languages offered, and

Survey FLSP 4

existence of PhD programs and professional schools are examined with relationship to the number of respondents in each category and the percentage that also offer FLSP courses. The results are described in Table 2.

Over half of the respondents to the questionnaire are small colleges or universities with enrollments of 5,000 students or under. Slightly less than a third are medium size with 5,000 to 15,000 students. Only seventeen percent of the respondents are large institutions with enrollments of over 15,000 students.

Looking at the relationship of size of institution to the offering of FLSP courses, about forty percent of the 281 institutions with FLSP are small; while an approximately equal number (thirty seven percent) are medium sized. Slightly less than one fourth of the institutions with FLSP courses are large universities. Perhaps the small to medium sized institutions are more interested in diversifying the language curricula with FLSP

Survey FLSP 5

to meet the needs of the student population than larger institutions. They may be more responsive to innovation and student needs in order to attract enrollment than larger institutions who may not have the same enrollment problems.

Public or private status seems to have little effect on whether an institution offers courses in FLSP. Fifty one percent of the responding institutions are public while forty eight percent are private. Of the institutions that offer FLSP courses, slightly more are public (fifty seven percent) than private (forty two percent).

Most of the respondents offer French, Spanish and German. French and Spanish are offered at almost all of the responding institutions, while German is in the curriculum at eighty eight percent of the schools. According to the survey results, only half of the respondents offer courses in English as a second language. However this figure may not be completely accurate, since many ESL courses are taught through continuing education

Survey FLSP 6

departments rather than language departments. Some respondents might not be aware of ESL courses which are offered through off campus credit organizations or other branches of the college or university.

In order to see whether the existence of a Ph.D program had an effect on the offering of FLSP courses, the questionnaire asked whether a department had a Ph.D. program. Few of the 450 responding institutions indicated that they have Ph.D. programs. Only ten percent have doctoral programs in French or Spanish, while seven percent offer the Ph.D. in German. A cross-tabulation of the results reveals that a large percentage of the respondents with doctoral programs also offer FLSP courses. In fact, approximately three quarters of the institutions with doctoral programs in French, Spanish, and German also have FLSP in the curriculum. These figures indicate that language Ph.D. programs are not necessarily incompatible with FLSP courses.

Survey FLSP 7

One of the limitations of the survey is that respondents were not asked to identify their geographical location. Proximity to a city may be an important factor in a department's decision to include FLSP courses. Obviously colleges and universities which are located in or near cities have access to a population that might have a greater need for FLSP courses than those institutions in rural areas.

The questionnaire did investigate the relationship of professional schools to the inclusion of FLSP in the foreign language curriculum. The presence of business schools, nursing schools, and engineering schools seems to be related to the offering of FLSP courses. Institutions that have these professional schools are more likely to offer related FLSP courses than institutions without them. Table 3 presents the results concerning FLSP courses at institutions with professional schools.

• The incidence of foreign language for

Survey FLSP 8

business courses is especially high at institutions with business schools. Three quarters of all foreign language for business courses are taught at institutions that have business schools. In addition, Spanish for business courses are found at half of the institutions with business schools.

Most of the courses in foreign languages for medical personnel (sixty two percent) are offered at institutions with nursing schools. The majority of these courses are in Spanish, reflecting the large Hispanic population in the United States. Slightly less than one third of the institutions with nursing schools offer foreign language for medical personnel courses.

Although relatively few courses in foreign languages for engineering and technology are being taught, about three fourths of them are taught at institutions with engineering schools. German for Engineers and Technicians is the most commonly taught of these courses.

Survey FLSP 9

Contrary to the trend of FLSP courses being offered more commonly at institutions with business, nursing, and engineering schools, most of the courses in foreign language for medical or legal personnel are not offered at institutions with law or medical schools. Nevertheless, about one third of the responding institutions with medical schools also offer Spanish for Medical Personnel. Only about one fourth of the foreign language for legal personnel courses are taught at institutions with law schools. Perhaps their students come from the community rather than from within the university.

Table 4 focuses on the extent to which FLSP courses are included in the curriculum. Sixty two percent of the responding institutions offer FLSP courses. Approximately the same number is considering adding more FLSP courses in the future. A large percentage of respondents (eighty two percent) indicated that they have faculty members who are interested in teaching FLSP courses. These

Survey FLSP 10

figures reflect a significant presence of FLSP in the curriculum and a strong tendency for expansion. The level of interest in teaching FLSP courses is extremely high. Viewed in combination, these figures seem to forecast continued growth and development in the FLSP field.

According to the results of the survey, Spanish for Business is the most widely offered FLSP course. Almost half of the respondents have courses in Spanish for Business while over one third offer French for Business. Twenty two percent have courses in German for Business. Most of the institutions with foreign language for business offer only one course per year.

Class size in foreign language for business classes ranges from eleven to twenty students per class at approximately half of the institutions with this type of course. About a third of the institutions have classes with ten or fewer students. Usually the foreign language for business class is offered at the advanced or

Survey FLSP 11

intermediate level.

Of the foreign language courses for professions other than business, Spanish for Medical Personnel is the most frequently offered class at twenty one percent of the responding institutions. The next most commonly taught course is German for Engineers and Technicians. Few courses are taught in French for the professions other than business. The low number of courses taught in ESL may be a reflection of the low incidence of ESL courses taught in foreign language departments, and the respondents' lack of familiarity with ESL offerings in other departments.

Credit is offered for FLSP courses at almost all (fifty nine percent) of the institutions with such courses. This demonstrates the status of FLSP courses at many United States colleges and universities.

In conclusion, the survey results provide an idea of the current status of foreign languages for specific purposes in the curriculum. Although

Survey FLSP 12

a relatively new field, FLSP courses have found their way into sixty two percent of the responding institutions. The number of faculty interested in teaching these courses, the number of institutions with professional schools that do not yet offer FLSP, and the amount of respondents who indicate an interest in adding new courses in FLSP indicate the growth potential of the field. I hope future surveys will continue to monitor the growth of FLSP courses and encourage the applied use of foreign languages in academic programs in the United States.

Survey FLSP 13

NOTES

¹
Dr. Geoffrey Voght of Eastern Michigan University suggested many of the topics which were treated in the survey. His recommendations were invaluable in the design and implementation of the study.

Survey FLSP 14

APPENDIX A

Survey Questionnaire

Your responses to this questionnaire will contribute to a national survey of languages for specific purposes in the foreign language curriculum. Thank you for your cooperation. Please check the appropriate response.

1. What is the student enrollment at your university?

- ☐ 1. under 5,000 students
- ☐ 2. between 5,000 and 15,000 students
- ☐ 3. over 15,000 students

2. Is your college or university...?

- ☐ 1. public
- ☐ 2. private

Survey FLSP 15

Which of these languages do you offer at your university:

- ☐ 3. French
- ☐ 4. Spanish
- ☐ 5. German
- ☐ 6. English as a Second Language

Do you have a PhD. program in literature or linguistics in...?

- ☐ 7. French
- ☐ 8. Spanish
- ☐ 9. German

Which professional schools does your university have?

- ☐ 10. medical
- ☐ 11. nursing
- ☐ 12. law
- ☐ 13. engineering and technology
- ☐ 14. business

15. Does your department currently offer any courses in foreign languages for specific purposes (i.e. French for Business, Spanish

Survey FLSP 16

for Medical Personnel)?

_____ 1. Yes _____ 2. No

16. Is your department considering the possibility of adding courses in foreign languages for specific purposes?

_____ 1. Yes _____ 2. No

17. Are any faculty members interested in teaching foreign language courses for specific purposes?

_____ 1. Yes _____ 2. No

How many courses per year does the university offer in each of the following areas?

_____ 18. French for Business

_____ 19. Spanish for Business

_____ 20. German for Business

_____ 21. ESL for Business

22. What is the average class size of language for business courses?

_____ 1. 0 to 10 students

_____ 2. 11 to 20 students

_____ 3. 21 to 30 students

Survey FLSP 17

_____ 4. over 30 students

23. At what levels are these courses offered?

_____ 1. elementary

_____ 2. intermediate

_____ 3. advanced

How many courses per year do you offer in each of the following areas?

_____ 24. French for Medical Personnel

_____ 25. French for Legal Personnel

_____ 26. French for Social Services
(Firefighters, police...)

_____ 27. French for Engineers and Technicians

_____ 28. Spanish for Medical Personnel

_____ 29. Spanish for Legal Personnel

_____ 30. Spanish for Social Services

_____ 31. Spanish for Engineers and
Technicians

_____ 32. German for Medical Personnel

_____ 33. German for Legal Personnel

_____ 34. German for Social Services

_____ 35. German for Engineers and

Survey FLSP 18

Technicians

_____ 36. ESL for Medical Personnel

_____ 37. ESL for Legal Personnel

_____ 38. ESL for Social Services

_____ 39. ESL for Engineers and

Technicians

40. Do you offer credit for courses in foreign
language for specific purposes?

_____ 1. Yes _____ 2. No

Additional comments:

Survey FLSP 19

APPENDIX B

Colleges and Universities that Offer FLSP Courses:

- A. Adelphi University, Adrian College, Alabama A & M University, University of Alabama in Birmingham, University of Alabama in Huntsville, Albany State College, Albion College, Albuquerque University, Alfred University, Allegheny College, Alma College, Anderson College, Andrews University, Angelo State College, Appalachian State University, Aquinas College, Arizona State University, Arizona University, University of Arkansas at Little Rock, Arkansas State University, Arkansas Technical College, Arkansas University, Atlantic Union College, Auburn University, Augsburg College, Augustana College, Austin College.
- B. Ball State University, Barry University, Baruch College, Berea College, Bethany

Survey FLSP 20

Nazarene College, Biola University,
Birmingham Southern College, Bloomsburg
State College, Bowling Green State
University, Bradley College,
Bridgewater College, Brigham Young
University at Hawaii, Brown University,
Buena Vista College.

C. University of California at Riverside,
Caldwell College, University of
California at Chico, California Baptist
College, California State College,
California State College at San
Bernardino, California State University,
California State University at
Fullerton, California State University
at Los Angeles, California State
University at Northridge, University of
California, University of California at
Santa Barbara, Canisius College,
Capital University, Carlow College,
Carrol College, Case Western Reserve

Survey FLSP 21

University, Castleton State College,
Centenary College at Louisiana, Central
Connecticut State University, Central
Methodist College, Central Michigan
University, Central State University at
Edmonton Oklahoma, Central State University
at Wilberforce, Chapman College, Charleston
College, Chicago State University, Clarke
College, Clearwater Christian College,
Cleveland State University, Clinch Valley
College, Colorado State University,
University of Colorado at Boulder,
University of Colorado at Denver, Columbia
College, University of Connecticut,
Converse College, Cuny Sunnyside Campus.

- D. David Lipscomb College, Davis and Elkins
College, Dayton University, University of
Delaware, Depaul University, Depauw
University, Drake University, Duke
University.

-
- E. East Carolina University, East Texas State University, Eastern College, Eastern Kentucky University, Eastern Michigan College, Eastern Montana College, Elizabethtown College, Elmhurst College, Emory University, Evansville University.
 - F. Fairleigh Dickinson University, Florida Atlantic University, Florida Institute of Technology, University of Florida, Fordham University, Fort Lewis College,
 - G. Gustavus Adolphus College, Gannon University, George Mason University, Georgetown University, Georgia State University, Georgia Southern College, Georgian Court University,
 - H. Hamilton College, Hampton Institute, Harvard University, Hawaii University at Manoa, Hillsdale University, Holy Name College, Houghton College, Howard University.

Survey FLSP 23

-
- I. University of Idaho, University of Illinois at Chicago, Illinois College, Illinois Wesleyan University, Immaculata College, Indiana University, Indiana University at Pennsylvania, Indiana University-Purdue at Fort Wayne, Iowa State University, Iowa University, Ithica College,
- J. James Madison University, Jersey City State College, John Carrol University.
- K. Kansas State University, Kent State University, Kutztown University.
- L. La Roche College, Lafayette College, Lehigh College, Lenoir Rhine College, Lincoln University, Louisiana Technical University, Louisville University.
- M. Mankato State University, University of Maine at Orono, Manhattanville College, Marietta College, Mars Hill College, Mary Washington College, Massachusetts University, Memphis State

Survey FLSP 24

-
- University, Michigan State University,
University of Michigan, Middle Tennessee
State University, Middlebury College,
Millikin University, University of
Minnesota, Mississippi State University,
University of Mississippi, University of
Missouri at St Louis, University of
Montana, Montclair College, Monterrey
Institute of International Studies,
Moravian College.
- N. University of Nebraska at Lincoln,
University of Nevada at Reno, North
Carolina State University, North Dakota
State University, Northeastern Illinois
University, University of Northern
Colorado, University of Northern
Illinois.
- O. Oakland University, Ohio State
University, University of Ohio,
Oklahoma State University, University
of Oklahoma, Old Dominion University,

Oral Roberts University.

P. Pace University, University of the Pacific, Pacific Union College, University of Pennsylvania, Pine Manor College, University of Pittsburgh, Plymouth State College, Portland State University, Providence College, University of Puget Sound, Purdue University .

Q. Queens College.

R. Rensselaer Polytechnic Institute, Rhode Island College, University of Richmond, Roanoke College, University of Rochester, Russell Sage College, Rutgers University.

S. Sacred Heart University, Saint Francis College, Saint Joseph University, University of Saint Mary of the Woods, San Diego State University, San Diego University, San Francisco State University, Sam Houston State

Survey FLSP 26

University, Santa Clara University, Seton Hall University, Shippensburg State College, Simpson College, Slippery Rock University, Sonoma State University, University of South Carolina at Spartanburg, University of South Florida, Southeastern Louisiana University, Southern College, University of Southern Illinois at Edwardsville, University of Southern Maine, Southern Methodist University, Southern Oregon College, Southern University, University of Southern Illinois at Carbondale, Southwestern University, St. Francis College, St. Scholastica College, St. Teresa College, St. Thomas College, St. Xavier College, State University College at Oneonta New York, Stephen F. Austin State University, Stephens College, State University College at Buffalo, State University of New York Albany, State University of New York at Stony Brook,

Survey FLSP 27

State University of New York New Paltz,
Sweet Briar College.

T. University of Tennessee at Martin,
Tennessee Technical College, University
of Tennessee, Texas A & I University,
University of Texas at San Antonio, Texas
Christian College, Texas Technical
University, University of Texas at Austin,
University of Toledo, Towson State
University, Trinity College at Washington,
District of Columbia, Troy State
University.

U. University of North Carolina at Charlotte,
University of North Carolina at
Greensboro, Upsala College, Utah
University.

V. Valparaiso University, Virginia
Commonwealth University, Virginia
Polytechnic Institute, Viterbo College.

W. Wake Forest University, Washington State
University, Wayne State College, Weber

State College, West Georgia College,
West Virginia University, Western
Connecticut State University, Western
Illinois College, University of Western
New Mexico, University of Western
Washington, Westfield State College,
Wichita State University, Wilkes
College, Wilson College, Winthrop
College, University of Wisconsin-Eau
Claire, University of Wisconsin-La Crosse,
University of Wisconsin-Madison,
University of Wisconsin-Milwaukee,
University of Wisconsin-Oshkosh,
University of Wisconsin at Stevens Point,
University of Wisconsin at Stout, Wright
State University, University of Wyoming.
X. Xavier University.

TABLE I

Departments in Survey Sample

| <u>Department</u> | Number of | Number of | Response |
|---------------------------------------|----------------|-----------------|---------------------|
| | Questionnaires | Questionnaires | Rate |
| | <u>Sent</u> | <u>Returned</u> | <u>For Category</u> |
| English and Foreign Languages | 651 | 303 | 47% |
| Languages and Literature | 121 | 54 | 45% |
| Humanities, Communications | 106 | 30 | 28% |
| Arts and Sciences, General Studies | | | |
| Romance Languages | 52 | 28 | 54% |
| Spanish | 36 | 20 | 56% |
| French. | 33 | 11 | 33% |
| German | 9 | 4 | 44% |

Survey FLSP 30

TABLE II

Characteristics of Responding Institutions

| <u>Items</u> | <u>Number of Respondents</u> | <u>Percent Total Response</u> | <u>Percent of Respondents With FLSP</u> |
|------------------------------|------------------------------|-------------------------------|---|
| <u>Student Enrollment</u> | | | |
| Under 5,000 | 242 | 54% | 40% |
| Between 5,000 and 15,000 | 132 | 29% | 37% |
| Over 15,000 | 75 | 17% | 23% |
| <u>Status of Institution</u> | | | |
| Public | 231 | 51% | 57% |
| Private | 215 | 48% | 42% |
| <u>Languages Offered</u> | | | |
| French | 436 | 97% | |
| Spanish | 428 | 95% | |
| German | 394 | 88% | |
| English as a Second Language | 230 | 51% | |

Survey FLSP 3'1

| <u>Items</u> | <u>Number of Respondents</u> | <u>Percent Total Response</u> | <u>Percent of Respondents With FLSP</u> |
|--------------------------------|------------------------------|-------------------------------|---|
| <u>Ph.D. Program in:</u> | | | |
| French | 43 | 10% | 70% |
| Spanish | 46 | 10% | 78% |
| German | 33 | 7% | 75% |
| <u>Professional School in:</u> | | | |
| Business | 293 | 65% | |
| Nursing | 204 | 45% | |
| Engineering and Technology | 158 | 35% | |
| Law | 86 | 19% | |
| Medicine | 71 | 16% | |

TABLE III

FLSP Courses at Institutions with Professional Schools

| <u># of Institutions With</u> | Spanish for | French for | German for | ESL for |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|
| | <u>Business</u> | <u>Business</u> | <u>Business</u> | <u>Business</u> |
| Business School | 154 | 126 | 76 | 10 |
| No Business School | <u>50</u> | <u>40</u> | <u>22</u> | <u>3</u> |
| Total | 204 | 166 | 98 | 13 |

Total Number of Respondents with Business School = 293

| <u># of Institutions With</u> | Spanish for | French for | German for | ESL for |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <u>Medical Personnel</u> | <u>Medical Personnel</u> | <u>Medical Personnel</u> | <u>Medical Personnel</u> |
| Nursing School | 56 | 4 | 1 | 1 |
| No Nursing School | <u>34</u> | <u>2</u> | <u>0</u> | <u>0</u> |
| Total | 90 | 6 | 1 | 1 |

Total Number of Respondents with a Nursing School = 204

Survey FLSP 33

| <u># of Institutions With</u> | Spanish for Engineering and <u>Technology</u> | French for Engineering and <u>Technology</u> | German for Engineering and <u>Technology</u> | ESL for Engineering and <u>Technology</u> |
|-------------------------------|--|---|---|--|
| Engineering School | 4 | 6 | 17 | 6 |
| No Engineering School | <u>4</u> | <u>3</u> | <u>5</u> | <u>0</u> |
| Total | 8 | 9 | 22 | 6 |

Total Number of Respondents with an Engineering School = 158

Survey FLSP 34

| | Spanish for | French for | German for | ESL for |
|-------------------------------|------------------|------------------|------------------|------------------|
| | Legal | Legal | Legal | Legal |
| <u># of Institutions With</u> | <u>Personnel</u> | <u>Personnel</u> | <u>Personnel</u> | <u>Personnel</u> |
| Law School | 3 | 2 | 1 | 0 |
| No Law School | <u>15</u> | <u>1</u> | <u>0</u> | <u>1</u> |
| Total | 18 | 3 | 1 | 1 |

Total Number of Respondents with a Law School = 86

Survey FLSP 35

| | Spanish for Medical <u>Personnel</u> | French for Medical <u>Personnel</u> | German for Medical <u>Personnel</u> | ESL for Medical <u>Personnel</u> |
|-------------------------------|--|---|---|--|
| <u># of Institutions With</u> | | | | |
| Medical School | 22 | 1 | 0 | 0 |
| No Medical School | <u>68</u> | <u>5</u> | <u>1</u> | <u>1</u> |
| Total | 90 | 6 | 1 | 1 |

Total Number of Respondents with a Medical School = 71

Survey FLSP 36

TABLE IV

Incidence of FLSP Courses*

| | Number of <u>Respondents</u> | Percent of <u>Total Response</u> |
|--|---------------------------------|-------------------------------------|
| <u>Courses in Foreign Languages for Specific Purposes</u> | | |
| Yes | 280 | 62% |
| <u>Consideration of Adding FLSP Courses</u> | | |
| Yes | 275 | 61% |
| <u>Faculty Members Interested in Teaching FLSP Courses</u> | | |
| Yes | 369 | 82% |
| <u>Spanish for Business Courses</u> | | |
| Yes | 204 | 45% |
| 1 per year | 155 | 34% |
| 2 per year | 28 | 6% |
| 4 per year | 13 | 3% |
| <u>French for Business Courses</u> | | |
| Yes | 166 | 37% |
| 1 per year | 116 | 26% |
| 2 per year | 32 | 7% |
| 4 per year | 12 | 3% |

* Less than six respondents per category not reported in Summary.

Survey FLSP 37

German for Business Courses

| | | |
|------------|----|-----|
| Yes | 98 | 22% |
| 1 per year | 72 | 16% |
| 2 per year | 14 | 3% |
| 4 per year | 8 | 2% |

ESL for Business Courses

| | | |
|------------|----|----|
| Yes | 13 | 3% |
| 1 per year | 12 | 3% |

Average Class Size of Business Language Courses

| | | |
|-------------------|-----|-----|
| 11 to 20 students | 135 | 30% |
| 0 to 10 students | 82 | 18% |
| 21 to 30 students | 34 | 8% |

Levels of Business Language Courses

| | | |
|------------------|-----|-----|
| Advanced | 104 | 23% |
| Intermediate | 84 | 19% |
| Intermediate and | | |
| Advanced | 27 | 6% |

Course Offerings in FLSP

Spanish for Medical

| | | |
|-----------|----|-----|
| Personnel | 93 | 21% |
|-----------|----|-----|

Survey FLSP 38

| | | |
|--|-----|-----|
| Spanish for Social Services | 39 | 9% |
| Spanish for Legal Personnel | 18 | 4% |
| Spanish for Engineers and Technicians | 8 | 2% |
| German for Engineers and Technicians | 22 | 5% |
| French for Engineers and Technicians | 9 | 2% |
| French for Medical Personnel | 6 | 1% |
| ESL for Engineers and Technicians | 6 | 1% |
| <u>Credit for FLSP Courses</u> | | |
| Yes | 265 | 59% |

A SURVEY OF HIGH SCHOOL COUNSELORS ON THE VALUE
OF A COLLEGE PROGRAM IN FOREIGN LANGUAGES AND BUSINESS

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A SURVEY OF HIGH SCHOOL COUNSELORS
ON THE VALUE OF A COLLEGE PROGRAM
IN FOREIGN LANGUAGES AND BUSINESS

For academicians charged with the responsibility of implementing courses of study at colleges and universities, solid questions have to be addressed before new courses should seriously be considered. Are there qualified faculty to teach the course and can the course be taught well? Is there financial and moral support from the administration? Are required materials available? The topic of this paper asks a basic question of importance before planning and trying to implement an offering in foreign language for business, namely, is there a market for the course? Are there students out there who will take it? Are there advisors who will encourage it?

It would seem that a segment of academics that would have a good perception of the potential for such a course would be high school counselors. For this reason, a survey of counselors was conducted to determine their impression of the attractiveness and value of a program in foreign language and business. Questionnaires were sent to 240 counselors. A total of 113 returns were received for a response of 47%, an amazingly high rate of return which in itself may suggest good interest in the topic.

The counselors were asked two basic questions:

1. Do you perceive that a program in business and foreign languages would fulfill a need for your

graduating seniors?

2. Would you like further information on the program?

The responses to question number one were overwhelmingly positive. A total of 72% of the respondents felt that a foreign language and business program "would be" or "would possibly be" an attractive option for high school seniors. Only 28% responded negatively indicating either "no value" or "limited value."

An even higher percentage of positive responses was received to question number two. 86% of the counselors indicated they would like more information on the foreign language and business program. The mean of the two positive answers is 79%, indicating excellent interest on the part of counselors for foreign language and business programs.

Comments accompanying the responses clarify the counselors' feelings about career concerns and job preparedness. "I'm sure such a program would be of value," said one respondent. Others see the option not only as valuable but as a "necessity in the future."

The concern for future needs was often stressed. The general public may not perceive this competence as being urgent just now, but it is mentioned as being very important for the future. Some respondents stressed the nation's need in trade and commerce in the years to come and expressed concern about our nation falling behind, not only in international

trade, but in "international and cross cultural communication as well."

Another more immediately practical advantage readily seen and stressed by the counselors was the question of employability. Some stressed the higher employability of a graduate with a "knowledge of international trade and a foreign language." Again, the idea of broadened employment possibilities was recognized as something that will be more significant in the next few years than we perceive it to be just now. As Professor Alain Eclache suggests, American products may no longer be the superior products in the world market and, consequently, English is no longer the sole international business language of the world.¹

The question of the breadth of the appeal of a program of foreign languages for business did strike a few mildly sour notes in the survey responses. How broad is the appeal of such a program to graduating seniors? Some counselors clearly indicated that they felt that the potential of the program would be limited. One indicated that graduating seniors in his school have rarely inquired about this combination as a field of study. A number mentioned that in some systems, it is still a problem motivating students to take a foreign language. Motivating the student to acquire good English skills is sometimes even a problem. As to the two parts of the combination, foreign languages and business studies, it seems that, whereas there are few seniors who have

taken foreign languages, many more have taken business studies.

Not all of the evidence, however, suggests low interest in foreign languages. Some counselors speak of an increase in interest in foreign languages in the past two years. In a small town only 60 miles from my own institution, the high school has 173 students and an enrollment in its foreign language program of 60 students, or 35% taking a foreign language which is an elective in the program.² Kurt Müller, Assistant Director of Foreign Language Programs for the MLA, in his report on the 1980 survey of foreign language registrations, says that the "1980 results confirm the belief of many observers that enrollments in foreign language courses have stabilized."³ This is a survey that is conducted every three years and the results of the 1983 survey will be available this summer. A preliminary look at the responses indicate that there will be an increase in Russian enrollments over 1980,⁴ and Russian had had a 13% drop in the 1980 survey. These increases seem to coincide interestingly with increased international economic dependence and increase in the perceived need for individuals trained in foreign language and business in the future.

Other counselors argued that most high school seniors don't consider such definite career plans until their second year in college, but felt that the program would be highly beneficial after two years of college classes. This objection seems spurious however, and stems more from a lack of aware-

ness, knowledge and encouragement, than from a lack of interest.

Another respondent offered somewhat pessimistically that some students would be interested, but not many. The percentage that he/she estimated was that 2% or 3% of any senior class might be interested in a combined foreign language and business course of study. Two or three percent may seem like a discouragingly small percentage. In practice, however, a high school graduating class of 200 students would mean five students coming to such a program. If two or three of these five students were to be recruited to a program each year, over a four-year period, a cadre of twelve or fifteen majors should build. Another counselor said, although this figure may rightfully cause some skepticism, that this two or three percent is about the same percentage of students that end up working overseas as a representative for a multinational company anyway. If that percentage were true, small colleges would have a ready-made clientele. On a more encouraging note, one counselor responded that implementing such a program was an excellent idea, even if it was used by only a small percentage of a school's graduates.

Another concern expressed by some counselors was for data to assure themselves and their students that there is a need for this kind of a course of study. More studies should be made such as those conducted by Professor Ray Schaub and colleagues at Eastern Michigan University that would set in

strong relief the number of majors who find employment using both foreign language and business skills. The element of job opportunity is obviously an important concern for the high school counselor.

Other remarks indicate that students also should be provided more information on the availability and the advantages of such a program of studies. Presently, many high school students are simply not aware of the possibilities. Students have little knowledge of the "rewarding opportunities that such a program would offer." Interestingly, one counselor indicated that there were two students from France who were studying at his school to polish their English "for just such a career." More exchanges of this type should certainly help convince American students of the value of such a course of studies. Another counselor expressed this student awareness quite forcefully:

I am sure there is a need for this type of program. Our students know little of its value -- therefore have not in the past sought this field as a career when graduating.

It would seem that the implications for college and university admissions offices are clear and the program would create excellent recruitment possibilities. Counselors are desirous of all information possible on existing programs. Business and foreign language departments in high schools must be urged to encourage students to consider this combination. Colleges and universities, in turn, through their

respective departments and admissions offices, should take their cue from the high school counselors who tell us that they have had "several students interested in international business. (But) programs are not that easy to find."

What conclusions must one reach? Firstly, there is a conviction among high school counselors that business and foreign language programs serve a need and will be well received by students coming to colleges and universities. Secondly, it will also be important to make a greater number of high school counselors and students "aware of the advantages of combining foreign languages and business studies." Lastly, the study suggests that there exists a very real opportunity for admissions and foreign language departments in colleges and universities to organize and seek support for their own programs.

John Doohen
Morningside College
Sioux City, Iowa
April, 1984

Notes

1. "For an Actual Education in International Management," Conference on Languages for Business and the Professions, Dearborn, Michigan, 5 April, 1984.

2. The reference is to Alta, Iowa.

3. "Foreign Language Enrollments in U.S. Institutions of Higher Education -- Fall 1980," ADFL Bulletin, 13 (November, 1981), 31.

4. Information from Lenora Champagne, Research Assistant for the MLA.

TABLE 1.

Question #1: Do you perceive that a program in business and foreign language would fill a need for your graduating seniors?.

POSITIVE RESPONSES:

| | | |
|------------|----------|-----|
| "YES" | 71 | 68% |
| "POSSIBLY" | <u>4</u> | |
| | 75 | 72% |

NEGATIVE RESPONSES:

| | | |
|-----------|----------|-----|
| "NO" | 26 | 25% |
| "LIMITED" | <u>3</u> | |
| | 29 | 28% |

TOTAL NUMBER OF RESPONSES TO #1 104

TABLE 2:

Question #2: Would you like further information on the program?

| | | |
|---------------------------------|-----------|-----|
| "YES" | 97 | 86% |
| "NO" | <u>16</u> | 14% |
| TOTAL NUMBER OF RESPONSES TO #2 | 113 | |